

2018 AP® EUROPEAN 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. Evaluate the extent to which Europe’s interactions with its overseas colonies in the period 1500 to 1650 differed from its interactions with its overseas colonies in the period 1815 to 1914.
3. Evaluate the extent to which the political consequences of Britain’s Glorious Revolution differed from the political consequences of the French Revolution.
4. Evaluate the extent to which Europe’s political relationship with the United States in the period 1918 to 1939 differed from Europe’s political relationship with the United States in the period 1945 to 1989.

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

STOP

END OF EXAM

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Question 4 — Long Essay Question

“Evaluate the extent to which Europe’s political relationship with the United States in the period 1918 to 1939 differed from Europe’s political relationship with the United States in the period 1945 to 1989.”

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 Europe’s political relationship with the United States in the periods specified by the prompt, with some indication of the reasoning for making that claim.</p> <ul style="list-style-type: none">• “The US relationship with Europe between the two World Wars was limited by US isolationism, and refusal to join the League of Nations, where after the Second World War the US became much more involved in European affairs during the Cold War.”• “While the United States was heavily involved in European politics and economics in both 1918-1939 and 1945-1989, in 1945-1989 the US had extreme tension with specific European countries that they didn’t in 1918-1939.”

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Question 4 — Long Essay Question (continued)

<p>B: Contextualization (0–1)</p>	<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 political relationship between Europe and the United States in the period from 1918 to 1939 and/or 1945 to 1989.</p> <p><i>Examples of context might include the following, with appropriate elaboration:</i></p> <ul style="list-style-type: none">• World War I• World War II• The Great Depression and global effects• The Cold War/the spread of communism after WWII• Rise of United States as superpower (versus Soviet Union)• Conflicts and proxy wars elsewhere: Korea, Vietnam, Suez Crisis• Fall of communism, 1989–1991• Early U.S. history and foreign policy, including isolation because of geography• History of European involvement in North America (War of 1812)
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Question 4 — Long Essay Question (continued)

<p>C: Evidence (0–2)</p> <p>Evidence: Provides specific examples of evidence relevant to the topic of the prompt. (1 point)</p> <p>OR</p> <p>Supports an Argument: Supports an argument in response to the prompt using specific and relevant examples of evidence. (2 points)</p>	<p><i>To earn the first point, the response must identify specific historical examples of evidence relevant to the political relationship between Europe and the United States during the periods specified.</i></p> <p>OR</p> <p><i>To earn the second point, the response must use specific historical evidence to support an argument in response to the prompt.</i></p> <p><i>Evidence used might include:</i></p> <ul style="list-style-type: none">• The League of Nations• The United Nations• The Marshall Plan• The Dawes and Young Plans• NATO (and Warsaw Pact)• Early foundations of EU• Truman Doctrine• Treaty of Versailles• Wilson's 14 Points• Cuban Missile Crisis• The Suez Crisis• Soviet invasion of Afghanistan• Division of Germany, including Berlin airlift, Berlin Wall, U.S. support of Western Germany• Yalta and Potsdam agreements• Economic miracle• Great Depression/Stock market crash
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Question 4 — Long Essay Question (continued)

D: Analysis and Reasoning (0–2)	<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 the extent to which the political relationship between the United States and Europe differed in the two periods, although the reasoning might be uneven, imbalanced, or inconsistent.</i></p> <p>OR</p> <p>Complexity: Demonstrates a complex understanding of the historical development that is the focus of 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 differences in the political relationship between Europe and the United States in the two periods.</i></p>	<p><i>Examples of using historical reasoning might include:</i></p> <ul style="list-style-type: none">• United States isolationism after World War I compared to involvement after World War II• The loans from the United States to Europe after World War I compared to the Marshall Plan• The League of Nations compared to the United Nations• United States' post-WWII focus on alliance-building and intervention because of communism• Increasing European dependence on the United States as evidence of continuity and/or change over time <p>OR</p> <p><i>Demonstrating complex understanding might include:</i></p> <ul style="list-style-type: none">• Explaining significant differences in the relationship between Europe and the United States while also acknowledging the ways in which the relationship was similar• Explaining multiple differences or multiple similarities over the course of the response• Employing a large, diverse body of evidence to develop a multifaceted or multilayered argument, such as explaining the consequences of U.S. intervention and policies in Europe• Explaining how and why the United States maintained different relations with Eastern versus Western European nations• Explaining how economic, military, or cultural factors shaped the political relationship between the United States and Europe over time• Demonstrating how the United States influenced Europe in other respects, such as cultural and economic realms• Qualifying or modifying an argument by considering evidence that supports an alternate position than the one in the thesis
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If response is completely blank, enter - - for all four score categories: A, B, C, and D.

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Question 4 — 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, 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.

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 or claim about the extent to which Europe’s political relationship with the United States in the period from 1918 to 1939 differed from Europe’s political relationship with the United States in the period from 1945 to 1989.

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 is not required to encompass the entirety of each period, but it must identify a relevant development or developments in each period.

Examples of acceptable theses:

- “Although America maintained its strong political support and economic assistance to allies during the entire period 1918–1939 and 1945–1989, the United States shifted to hold a much more interventionist stance with regards to European conflict and political crises following World War II in the period 1945–1949.” (*This response establishes a line of reasoning by focusing on change over time, particularly in terms of economic assistance.*)

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Question 4 — Long Essay Question (continued)

- “While the United States pushed for a stance of neutrality in the period 1918 to 1939, the American stance on foreign affairs drastically changed in the period 1945-1989, pushing America into a conflict of European involvement.” (*The response makes a historically defensible claim that addresses the extent of change and indicates the reasoning for this claim by differentiating between neutrality and interventionist policy as seen over the course of the 20th century.*)
- “The US had regulated a fairly isolated stance on the international stage. However, following the numerous threats to democracy and humanity, American worked to resolve these conflicts in hopes of a more peaceful and united world. Ergo, the US-European political relationship was able to mature and grow stronger through the twentieth century.” (*This thesis appears at the end of the essay and notes the shift from isolation to a more active policy seeking to resolve conflict. The line of reasoning establishes the motivations for this shift.*)
- “Europe’s relationship with America took a long time to transform into what it is today. From 1918 to 1939 the relationship America had with Europe [was] not a very close one. However from 1945 to 1989 WWII and the Cold War brought the two very close.” (*This is a minimally acceptable thesis as it notes a transition from distant to close, which constitutes a basic line of reasoning.*)

Examples of unacceptable theses:

- “The political relationship between the United States and Europe from 1918-1939, although [it] may seem different from their relations in 1945-1989, there was little difference as the United States ultimately influenced Europe in both time frames.” (*This thesis both restates the prompt and establishes no line of reasoning.*)
- “The relationship changed from being negative to positive during those two time periods because of less conflict, agreements were made, and the two sides realized that if they worked together the lives of both sides would get better.” (*This thesis attempts to articulate a line of reasoning but lacks any specificity, merely describing the negative-to-positive change.*)
- “The extent to which the European nations’ political relationship with the United States during the period 1918-1939 differed from the political relationship between the United States and the European nations during the period 1945-1989 was quite great. During the period 1918-1939 the political climate was a ‘little’ strained after the implementation by the United States of the Monroe Doctrine, thus keeping most of the European nations out of the affairs of the Latin American countries. This was done mainly with the help of Britain.” (*The first sentence aims to establish a line of reasoning, but the chronological confusion creates a historically indefensible claim by placing the Monroe Doctrine in the interwar period.*)

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 or during, or continued after the time frame of 1918–1939 and/or 1945–1989. This point is not awarded for merely a phrase or a reference.

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Question 4 — Long Essay Question (continued)

To earn the point the essay must accurately describe a context relevant to differences in the political relationship between Europe and the United States in the period from 1918 to 1939 and/or 1945 to 1989.

Examples might include the following, with appropriate elaboration:

- World War I
- World War II
- The Great Depression and global effects
- The Cold War/the spread of communism after World War II
- Rise of United States as superpower (versus Soviet Union)
- Conflicts and proxy wars elsewhere: Korea, Vietnam, Suez Crisis
- Fall of communism in 1989–1991
- Early U.S. history and foreign policy, including isolation because of geography
- History of European involvement in North America (War of 1812)

Examples of acceptable contextualization:

- “The threat of communism was the West’s biggest worry after World War II, as Stalin had manipulated the other Allies into allowing him to take control of many Eastern European countries in return for his help, which lead to a Soviet political sphere of influence.” (*This discussion of World War II-related context appears in a body paragraph, explaining why the United States developed the Marshall Plan and NATO.*)
- “World War I marked a drastic shift for Europe and the world. For one, it massively impacted the lives of almost everyone it affected, and it was the first example of American intervention into Europe. Though previously, European powers had intervened into American affairs with French support of the American Revolution and British involvement in the War of 1812, this [WWI] marked the first real American involvement in Europe. America was reluctant to get involved, but did after the sinking of the Lusitania and other events that shifted American popular opinion.” (*This appears in the introduction and led to a thesis explaining the difference between nonintervention and intervention. It also shifts focus from U.S. actions and policies to European involvement in North America.*)

Note: In order to earn this point the response should clearly connect the relevant contextual information to the topic. A mere passing reference to another event or time period, such as colonial America, does not suffice for this point.

Examples of unacceptable contextualization:

- “Europe was seen as the base for major powers in the world. When it began to colonize, revolutions led to an emergence of new countries capable of competing with the European world. The United States was originally composed of thirteen colonies governed by the British empire.” (*This is the introduction to the essay, and this statement is followed directly by the thesis. This attempt at contextualization does not effectively link the context to an argument related to the prompt.*)

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Question 4 — Long Essay Question (continued)

- “Since the American revolution, Britain and American relations have changed over time as America found its place in the world. The world wars challenged the nations’ loyalty for one another as common capitalistic countries, but in the end, America still remains Britain’s closest ally.” (*This is the introduction to the essay, and this statement is followed directly by the thesis. The connections between the earlier period and the twentieth century are not explained and are too generalized. There is no transition between American revolution and the time period of the prompt, and references to world wars are not specific.*)

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 extent to which the political relationship between Europe and the United States differed in the period 1918–1939 from the period 1945–1989. 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.

Examples of evidence used might include:

- The League of Nations
- The United Nations
- The Marshall Plan
- The Dawes and Young Plans
- NATO (and Warsaw Pact)
- Early foundations of EU
- Truman Doctrine
- Treaty of Versailles
- Wilson’s 14 Points
- Cuban Missile Crisis
- The Suez Crisis
- Soviet invasion of Afghanistan
- Division of Germany, including Berlin airlift, Berlin Wall, U.S. support of Western Germany
- Yalta and Potsdam Agreements
- Economic miracle
- Great Depression/Stock market crash

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Question 4 — Long Essay Question (continued)

Examples of successful use of evidence:

- “After World War One, the Treaty of Versailles was being created. The US was involved in it for a little while, but the Senate rejected it. This made the US reject the League of Nations, too, overall not allowing it to happen.” (*This evidence is contained in a paragraph describing the United States’ noninvolvement in Europe.*)
- “As Russia also wanted to extend their influence, America responded with the Marshall Plan which would aid in the rebuilding of Western Europe. [...] America was involved with the Berlin airlift, which gave supplies to West Berlin. [...] They used the Truman Doctrine to justify their entrance into the [Vietnam] War.” (*This evidence is contained in a paragraph describing the imposition of American capitalist and democratic ideals in Europe.*)

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 the extent to which the political relationship between Europe and the United States differed in the period 1918–1939 from the period 1945–1989.

Examples of successfully supporting an argument with evidence:

- “The United States foreign policy regarding Europe was largely isolationist following World War I, but then was markedly more interventionist following World War II. The most prominent examples of America’s isolationism following WWI was its refusal to sign the Treaty of Versailles as well as refusal to join the League of Nations, an institution created by American president Woodrow Wilson.” (*Organized according to categories of analysis, this response uses specific pieces of evidence, including the refusal to join the League of Nations and sign the Treaty of Versailles, as well as the creation of NATO and joining the United Nations to support this argument.*)
- “After 1945, The United States became much more involved in European politics. The Truman Doctrine was established to make it known that the US would intervene if communism threatened European nations and practice containment. The US also became a part of the United Nations, formally aligning itself with many European nations.” (*This response uses specific pieces of evidence, including the Truman Doctrine, joining the UN, and the Marshall Plan, to support this argument.*)
- “During the Interwar period, although the US played some role in the European economy (especially in Germany), they were generally uninvolved in European politics. After WWI ended, Woodrow Wilson wanted to establish an international body, the League of Nations, to oversee global affairs and to ensure that there wasn’t another world war. However, his proposal wasn’t ratified by Congress, and the US shifted towards a more isolationist viewpoint.” (*This response uses specific pieces of evidence, including the refusal to ratify the Treaty of Versailles, as well the refusal to honor the U.S. promise to support Britain and France in a future war and the Great Depression’s influence on the United States’ growing isolationism to support this argument.*)

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Question 4 — Long Essay Question (continued)

Note: Typically, responses have been organized according to time period, but others may organize according to category of analysis. Both are acceptable as long as the response articulates a line of reasoning and supports it with relevant pieces of evidence.

D. Analysis and Reasoning (0–2 points)

Historical Reasoning

Responses earn **1** point by using historical reasoning to frame or structure an argument that addresses similarity and/or difference by making an argument for the extent to which the political relationship between Europe and the United States differed in the period 1918 to 1939 from the period 1945 to 1989. 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 explaining the historical relationship might include the following:

- United States isolationism after World War I compared to involvement after the World War II
- The loans from the United States to Europe after World War I compared to the Marshall Plan
- The League of Nations compared to the United Nations
- United States' post-World War II focus on alliance-building and intervention because of communism
- Increasing European dependence on the United States

Examples using historical reasoning skills:

- “Following the Allied victory in WWII, the United States acted much differently than it had during the interwar period. This difference is largely the result of the Soviet Union which operated on the basis of communism as opposed to the United States democratic foundations.” (*This claim, using the historical thinking skill of comparison, explores the reasons informing changing American policy. It appears at the beginning of the second body paragraph. The first body paragraph discusses America’s efforts to remove itself from foreign conflicts.*)
- “More differences characterized Europe’s relationship with the US during these distinct time periods than similarities. While Europe in the period from 1918–1939 was not divided into any two particular campaigns or ideologies, the continent was enveloped by the Cold War between 1945 and 1989.” (*These claims appear at the beginning of the second body paragraph. The first body paragraph examines similarities between American responses and aid after both world wars. The remainder of the response examines the differences between American responses and aid.*)

OR

Complexity

Responses earn **2** points by demonstrating a complex understanding of the differences between the political relationship between Europe and the United States in the two periods through using evidence to corroborate, qualify, or modify an argument that addresses the question.

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Question 4 — Long Essay Question (continued)

Demonstrating complex understanding might include:

- Explaining significant differences in the relationship between Europe and the United States while also acknowledging the ways in which the relationship was similar
- Explaining multiple differences or multiple similarities over the course of the response
- Employing a large, diverse body of evidence to develop a multifaceted or multilayered argument, such as explaining the consequences of United States intervention and policies in Europe
- Explaining how and why the United States maintained different relations with Eastern versus Western European nations
- Employing a large, diverse body of evidence to develop a multifaceted or multilayered argument
- Explaining how and why the United States maintained different relationships with different countries, particularly Western Europe versus the Soviet Union
- Explaining how economic, military, or cultural factors shaped the political relationship between the United States and Europe over time
- Demonstrating how the United States influenced Europe in other respects, such as cultural and economic realms
- Qualifying or modifying an argument by considering evidence that supports an alternate position than the one offered in the thesis

This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.

Examples demonstrating complexity:

- “The last difference between these two periods … is the new alliances that the US has made with the help of plans such as the Marshall Plan and NATO. The US had no alliances with Greece, Italy, Austria, and a couple other countries during 1918–1939, but with the development of plans such as NATO, the US was able to create new alliances with countries such as Spain, Belgium, and Italy.”
(This response identifies and explains three distinct differences in the relationship between the United States and Europe. The first discussion of differences explores isolationism versus intervention; the second articulates a difference in the relationship between the United States and the Soviet Union. The third, cited here, examines the changing nature of alliances in the late 20th century.)

“During this time period, Europe and the US’ political relationship was further developed through the Cold War. The Cold War strained the US and the European-USSR’s relationship. The Berlin Blockade and the US airlift in response only confirmed the political opposition between the US, GB, and France (democracy) against the USSR (communism). During this time period, the US was extremely involved in European politics, on the side of European democratic nations and against the USSR and its satellite nations. The Cuban Missile Crisis further spurred the political strain between the US and the USSR. Despite many years of tension, Margaret Thatcher (GB), Ronald Reagan (US) and Mikhail Gorbachev (USSR) were able to settle the political tension with the fall of the Berlin Wall in 1989. Though there were positive and negative relationships, overall, there was a dramatic difference in the political relationship between 1918 and 1939 and 1945 to 1989.”
(The two paragraphs preceding this one assess the United States’ changing relationship with European countries as largely positive, demonstrated by the Marshall Plan and other forms of assistance offered after World War II. In the final body paragraph, the

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Question 4 — Long Essay Question (continued)

response qualifies the earlier positive assessment by examining how the Cold War affected the United States' relationship with the USSR.)

- “From one of these time periods to the next, a greater influence of American culture is seen as well. Instances of counter culture popping up in Europe somewhat mirror movements that were gaining influence in the US. The rise of consumerism in America likely played a significant role in the economic comeback of Europe after WWII and the rise of consumerism they saw as well. This American influence was not seen in the years following WWI, because the US had very little involvement in Europe so there were almost no opportunities for the US and American culture to influence European culture. American influence allowed for the political ties between the US and Europe to become stronger because the once unique individual nationalist identities of these nations soon began to morph into a more unified globalist identity. The formation of the EU and the EEC are results of this globalist movement that may have been inspired originally by the US involvement and influence in Europe.” (*The response’s introductory paragraph argues that the European-American relationship changed because of U.S. involvement and influence, and the struggles of the Cold War. The first body paragraph explains the various reasons for American noninvolvement and intervention, and the second body paragraph, cited here, develops an argument about America’s increasing cultural influence in the second period. An additional paragraph then delineates how the Cold War impacts U.S. involvement in Europe.*)