

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 most significant effect of the printing press during the period 1450 to 1650.
3. Evaluate the most significant effect of the Enlightenment on European society during the period 1688 to 1815.
4. Evaluate the most significant cultural effect of the First World War during the period 1918 to 1939.

Begin your response to this question at the top of a new page in the separate Free Response booklet and fill in the appropriate circle at the top of each page to indicate the question number.

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

GO ON TO THE NEXT PAGE.

Row D (continued)	Complexity	
	0 points Does not meet the criteria for one point.	1 point 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 question.
	Decision Rules and Scoring Notes	
		<p>Responses that earn this point: May demonstrate a complex understanding in a variety of ways, such as:</p> <ul style="list-style-type: none"> Explaining nuance of an issue by analyzing multiple variables. Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects. Explaining relevant and insightful connections within and across periods. Confirming the validity of an argument by corroborating multiple perspectives across themes. Qualifying or modifying an argument by considering diverse or alternative views or evidence. <p>Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> Analyzing multiple variables, such as exploring the differences between the theoretical application of liberal ideas in India and the practical realities of maintaining order in an empire, or profiting from India's wealth. (Explains nuance) Explaining how liberalism as a political ideology was largely critical of British Imperialism in India, while at the same time recognizing how liberalism encouraged British imperialism in India economically, particularly through <i>laissez-faire</i>. The explanation should include some analysis of the relative strengths of each argument. (Demonstrates nuance by analyzing multiple aspects of liberalism and their effects on British India) Analyzing multiple variables by constructing an argument that explores the potential conflict between liberal ideas about political equality and racist ideas about the supposed inferiority of non-European races and attempts to reconcile them through the idea of "educating" or "reforming" native Indians. (Explains nuance) Explaining insightful connections across periods by constructing an argument that explains how resistance to British rule, especially in the twentieth century, challenged the idea that Britain's rule could be considered liberal. (Explains relevant and insightful connections) Corroborating multiple perspectives, such as exploring how complaints about the actual workings of the British courts, indicate not only the failure of British rule to live up to liberal principles, but also the existence of liberal institutions such as a free press that could challenge the government. (Corroborates, qualifies or modifies an argument by considering diverse or alternative views or evidence)
<p>Additional Notes:</p> <ul style="list-style-type: none"> This demonstration of complex understanding must be part of the argument, not merely a phrase or reference. 		

Question 2: Long Essay Question, Effects of the Printing Press

6 points

General Scoring 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.

Evaluate the most significant effect of the printing press during the period 1450 to 1650.

Reporting Category	Scoring Criteria	
Row A Thesis/Claim (0–1 points)	0 points Does not meet the criteria for one point.	1 point Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.
Decision Rules and Scoring Notes		
	Responses that do not earn this point: <ul style="list-style-type: none"> Are not historically defensible. Only restate or rephrase the prompt. Do not respond to the prompt. Do not establish a line of reasoning. Are overgeneralized. 	Responses that earn this point: <ul style="list-style-type: none"> Provide a historically defensible thesis or claim about the most significant effect of the printing press in the period 1450–1650. The thesis or claim must either provide some indication of the reasoning for making that claim OR establish the analytic categories of the argument.
	Examples that do not earn this point: Do not focus on the topic of the prompt <ul style="list-style-type: none"> <i>“The most significant factor affecting the development of the printing press was the demand for religious texts during the Reformation.”</i> Do not provide a historically defensible claim <ul style="list-style-type: none"> <i>“The most significant effect of the printing press in the period 1450–1650 was to encourage governments to create mass public education systems.”</i> Provide a historically defensible claim, but do not establish a line of reasoning <ul style="list-style-type: none"> <i>“Gutenberg’s development of the printing press was so significant, it even led to an edition of the Bible being named for him.”</i> Restate the prompt or are overgeneralized <ul style="list-style-type: none"> <i>“The printing press had an enormous effect on early modern Europe.”</i> <i>“The printing press allowed ideas to spread faster.”</i> 	Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt <ul style="list-style-type: none"> <i>“The most significant effect of the printing press in the period was the spread of knowledge beyond a narrow intellectual elite, resulting in major religious and social changes.”</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <ul style="list-style-type: none"> <i>“The most significant effect of the printing press was its ability to rapidly spread new religious and scientific ideas, like heliocentrism, to a large part of Europe’s population.”</i> Establish a line of reasoning <ul style="list-style-type: none"> <i>“During the sixteenth century, the most significant impact of the printing press was the spread of Protestant ideas during the Reformation.”</i> (Minimally acceptable thesis/claim)
Additional Notes: <ul style="list-style-type: none"> The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs). The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period. 		

Reporting Category	Scoring Criteria		
Row C Evidence (0–2 points)	0 points Does not meet the criteria for one point.	1 point Provides specific examples of evidence relevant to the topic of the prompt.	2 points Supports an argument in response to the prompt using specific and relevant examples of evidence.
	Decision Rules and Scoring Notes		
	Responses that do not earn points: <ul style="list-style-type: none"> Identify a single piece of evidence. Provide evidence that is not relevant to the topic of prompt. Provide evidence that is outside the time period or region specified in the prompt. Repeat information that is specified in the prompt. 	Responses that earn 1 point: <ul style="list-style-type: none"> <u>Identify at least two specific historical examples</u> relevant to the topic of the effect of the printing press on Europe in the period 1450–1650. Examples of evidence that are specific and relevant include the following (two examples required): <ul style="list-style-type: none"> The Printing of Latin and vernacular versions of the Christian Bible, such as the Gutenberg Bible or Luther’s German Bible The growth of literacy beyond a small group of elites Protestant and Catholic pamphlets Printed law codes and legal documents used by governments Index of Forbidden Books Attempts at censorship/government licensing of printing presses Printing of scientific works, such as Galileo’s treatises or Francis Bacon’s works Printing of explorers’ accounts such as the 1492 Columbus letter Example of a statement that earns one point for evidence: <ul style="list-style-type: none"> <i>“Authorities tried to control the new technology. Governments tried to license printing presses and the Catholic Church maintained a list of books that could not be published.”</i> 	Responses that earn 2 points: <ul style="list-style-type: none"> <u>Use at least two specific historical examples</u> to support an argument regarding the effects of the printing press on Europe in the period 1450–1650. Examples that successfully support an argument with evidence: <ul style="list-style-type: none"> <i>“When people could read cheap printed Bibles and other religious texts for themselves, the authority of the clergy was threatened.”</i> (Functions as part of an argument that print served to undermine existing authorities) <i>“New political and religious ideas spread more rapidly as a result of print. Thomas More’s Utopia criticized existing society. In Praise of Folly by Erasmus attacked the corruption of the Church. Both works gained wide circulation facilitated by the printing press.”</i> (Presents a topic sentence making a general statement about the cultural effects of print followed by two specific examples) <i>“Martin Luther was able to use print, especially cheap printed pamphlets, to spread his ideas to a much wider audience than would have been possible if they all had to be copied by hand.”</i> (Presents a piece of evidence about print and links it to an argument about the importance of print in the Protestant Reformation)
	Additional Notes: <ul style="list-style-type: none"> Typically, statements credited as evidence will be more specific than statements credited as contextualization. If a response has a multipart argument, then it can meet the threshold of two pieces of evidence by giving one example for one part of the argument and another example for a different part of the argument, but the total number of examples must still be at least two. 		

Reporting Category	Scoring Criteria		
Row D Analysis and Reasoning (0–2 points)	0 points Does not meet the criteria for one point.	1 point Uses historical reasoning (e.g., comparison, causation, continuity and change) to frame or structure an argument that addresses the prompt.	2 points 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 question.
	Decision Rules and Scoring Notes		
	Responses that do not earn points: <ul style="list-style-type: none"> May include evidence but offer no reasoning to connect the evidence to an argument. May assert the use of historical reasoning but does not use it to frame or structure an argument. Examples that do not earn points: Provide evidence but offer no reasoning to connect the evidence to an argument <ul style="list-style-type: none"> <i>“Books became cheaper, more people were able to afford them, and more people learned to read.”</i> <i>“Renaissance thinkers published books with new ideas.”</i> 	Responses that earn 1 point: <ul style="list-style-type: none"> Must demonstrate the use of historical reasoning to frame or structure an argument that addresses the effect of the printing press on Europe in the period 1450–1650, although the reasoning may be uneven, limited, or imbalanced. Using a historical thinking skill to frame or structure an argument could include: <ul style="list-style-type: none"> Using causal reasoning to explain significant cultural, religious, political or intellectual effects of the printing press on Europe in the period 1450–1650. Structuring an argument thematically to highlight the different effects of print. Arranging an argument to recount developments over the course of the period showing change over time. Examples of acceptable use of historical reasoning: <ul style="list-style-type: none"> “The printing press caused the widespread distribution of Luther’s Theses and his Protestant ideas.” (Uses causal reasoning to explain a significant religious effect of the printing press on Europe in the period 1450–1650. This statement would need to be followed with at least a minimal elaboration of this reasoning.) “Another key example of the printing press spreading knowledge is the spread of scientific knowledge and philosophy.” (Uses causal reasoning to explain a significant intellectual effect of the printing press on Europe in the period 1450–1650. This statement would need to be followed up with at least a minimal elaboration of this reasoning.) 	Responses that earn 2 points: May demonstrate a complex understanding in a variety of ways, such as: <ul style="list-style-type: none"> Explaining the nuance of an issue by analyzing multiple variables. Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects. Explaining relevant and insightful connections within and across periods. Confirming the validity of an argument by corroborating multiple perspectives across themes. Qualifying or modifying an argument by considering diverse or alternative views or evidence. Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided: <ul style="list-style-type: none"> Explaining changes in the effects of print over the course of the period. (Provides insightful connections within and across periods) Explaining different effects of print in different regions of Europe. (Explains nuance, multiple variables) Evaluating whether the religious effects of print were more significant than intellectual changes associated with its spread. (Qualifies or modifies an argument) Considering religious and political effects of print. (Confirms the validity of an argument by corroborating multiple perspectives across themes)

	Additional Notes: <ul style="list-style-type: none">• This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.
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Reporting Category	Scoring Criteria	
Row A Thesis/Claim (0–1 points)	0 points Does not meet the criteria for one point.	1 point Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: <ul style="list-style-type: none"> Are not historically defensible. Only restate or rephrase the prompt. Do not respond to the prompt. Do not establish a line of reasoning. Are overgeneralized. 	Responses that earn this point: <ul style="list-style-type: none"> Provide a historically defensible thesis or claim about the most significant effect of the Enlightenment in the period from 1688 to 1815. The thesis or claim must either provide some indication of the reasoning for making that claim OR establish the analytic categories of the argument.
	Examples that do not earn this point: Do not focus on the topic of the prompt <ul style="list-style-type: none"> <i>“The most significant effect of the Enlightenment was to establish a ruling elite of scientists and intellectuals in the period 1688 to 1815.”</i> Do not focus on the topic of the prompt <ul style="list-style-type: none"> <i>“The most significant reason for the popularity of Enlightenment thought was the advancements of the Scientific Revolution.”</i> Provide a historically defensible claim, but do not establish a line of reasoning <ul style="list-style-type: none"> <i>“The Enlightenment changed Europeans’ approach to society and the world.”</i> Restate the prompt or are overgeneralized <ul style="list-style-type: none"> <i>“Nothing changed Europe more than the intellectual movement known as the Enlightenment.”</i> 	Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt <ul style="list-style-type: none"> <i>“The most significant effect of Enlightenment thought on European society was a series of attempts to change government and the social order using rational principles.”</i> <i>“The most important effect was the idea of individual liberty, which led to revolutions against monarchy.”</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <ul style="list-style-type: none"> <i>“Enlightenment ideas about liberty and rationality led some Europeans to try to gradually reform society and led others to violently overthrow existing regimes.”</i> Establish a line of reasoning <ul style="list-style-type: none"> <i>“The Enlightenment emphasis on reason challenged political ideas based on religious faith.”</i> (Minimally acceptable thesis/claim) <i>“The Enlightenment’s most important political effect was its encouragement of the French Revolution.”</i> (Minimally acceptable thesis/claim)
	Additional Notes: <ul style="list-style-type: none"> The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs). The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period. 	

Reporting Category	Scoring Criteria		
Row C Evidence (0–2 points)	0 points Does not meet the criteria for one point.	1 point Provides specific examples of evidence relevant to the topic of the prompt.	2 points Supports an argument in response to the prompt using specific and relevant examples of evidence.
	Decision Rules and Scoring Notes		
	Responses that do not earn points: <ul style="list-style-type: none"> Identify a single piece of evidence. Provide evidence that is not relevant to the topic of prompt. Provide evidence that is outside the time period or region specified in the prompt. Repeat information that is specified in the prompt. 	Responses that earn 1 point: <ul style="list-style-type: none"> Identify at least two specific historical examples relevant to the topic of effects of the Enlightenment on European society in the period 1688 to 1815. 	Responses that earn 2 points: <ul style="list-style-type: none"> Use at least two specific historical examples to support an argument regarding the effects of the Enlightenment on European society in the period 1688 to 1815.
	Examples that do not earn points: Provide evidence that is outside the time period <ul style="list-style-type: none"> <i>“Hobbes’ idea that society was formed out of fear of being dominated challenged the idea of divinely ordained authority.”</i> 	Examples of evidence that are specific and relevant include the following (two examples required): <ul style="list-style-type: none"> Locke’s and Rousseau’s ideas regarding the social contract Voltaire’s skepticism regarding religious and political institutions Policies of enlightened despots like Catherine the Great Enlightenment proposals regarding education such as Rousseau’s <i>Emile</i> <i>Declaration of the Rights of Man and of the Citizen</i> Haitian Revolution Enlightenment-influenced policies of the French Revolutionary governments (e.g., abolition of hereditary privileges, calendar reform, metric system, Cult of the Supreme Being) Glorious Revolution Development of deism Impact of scientific inventions or discoveries furthering Enlightenment thinking Example of a statement that earns one point for evidence: <ul style="list-style-type: none"> <i>“The universal principles of the Declaration of the Rights of Man and Citizen and the Haitian Revolution’s rejection of slavery as unnatural both show the effect of the Enlightenment.”</i> 	Examples that successfully support an argument with evidence: <ul style="list-style-type: none"> <i>“Voltaire’s popular satire Candide attacked religious beliefs and institutions such as the Inquisition, claiming they resulted from irrational superstition.”</i> (Uses specific pieces of evidence to support the argument that the Enlightenment led to a decline in religious belief) <i>“Enlightenment reformers hoped to reorganize society and government on more rational principles. John Locke claimed that government should express the popular will or be changed. Adam Smith argued that governments should not interfere in the natural process of people meeting their own needs and wants in the market.”</i> (Uses evidence to support the argument about the effects of the Enlightenment)
	Additional Notes: <ul style="list-style-type: none"> Typically, statements credited as evidence will be more specific than statements credited as contextualization. If a response has a multipart argument, then it can meet the threshold of two pieces of evidence by giving one example for one part of the argument and another example for a different part of the argument, but the total number of examples must still be at least two. 		

Reporting Category	Scoring Criteria		
Row D Analysis and Reasoning (0–2 points)	0 points Does not meet the criteria for one point.	1 point Uses historical reasoning (e.g., comparison, causation, continuity and change) to frame or structure an argument that addresses the prompt.	2 points 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 question.
Decision Rules and Scoring Notes			
	Responses that do not earn points: <ul style="list-style-type: none"> May include evidence but offer no reasoning to connect the evidence to an argument. May assert the use of historical reasoning but do not use it to frame or structure an argument. 	Responses that earn 1 point: <ul style="list-style-type: none"> Must demonstrate the use of historical reasoning to explain the effects of the Enlightenment on European society in the period 1688 to 1815, although the reasoning may be uneven, limited, or imbalanced. 	Responses that earn 2 points: <p>May demonstrate a complex understanding in a variety of ways, such as:</p> <ul style="list-style-type: none"> Explaining the nuance of an issue by analyzing multiple variables. Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects. Explaining relevant and insightful connections within and across periods. Confirming the validity of an argument by corroborating multiple perspectives across themes. Qualifying or modifying an argument by considering diverse or alternative views or evidence.
	Examples that do not earn points: Provide evidence but offer no reasoning to connect the evidence to an argument <ul style="list-style-type: none"> <i>“There were all kinds of reforms that happened to improve people’s lives both in daily life and in work life, like factory reform bills and child labor reforms.”</i> 	Using a historical thinking skill to frame or structure an argument could include: <ul style="list-style-type: none"> Using causal reasoning to explain significant cultural or intellectual effects of the Enlightenment and how those contributed to political changes. Structuring an argument thematically to consider different subcategories of the effects of the Enlightenment (e.g., reform vs. revolution). Distinguishing the most significant effects in different geographic areas. Structuring an argument logically to consider the merits of alternative possibilities as the most important effect. Arranging an argument as a chronological narrative of developments over the course of the period showing change over time. Example of acceptable use of historical reasoning: <ul style="list-style-type: none"> <i>“Enlightenment thinkers derided existing religious traditions and also tried to establish what they considered to be a more reasonable form of religious belief.”</i> (Establishes two categories of effects. The statement would need to be followed with at least a minimal elaboration of this reasoning.) <i>“In the early part of the period Enlightenment thinkers proposed theoretical changes to make government and society more rational, but later attempted to put their theories into action.”</i> (Identifies both causation and references change over time in the discussion of significant effects of the Enlightenment. This statement would need to be followed with at least a minimal elaboration of this reasoning.) 	Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided: <ul style="list-style-type: none"> Evaluating whether the religious changes associated with the Enlightenment had more significant effects than nonreligious aspects of the Enlightenment. (Modifies or qualifies an argument) Evaluating different effects of the Enlightenment in different regions of Europe (e.g., contrasting the Enlightenment’s effects in Britain vs. its effects in France). (Explains nuance, multiple variables) Explaining the changing influence of the Enlightenment over the course of the period or considering its continued influence into the 19th century. (Provides insightful connections within and across periods. Note that discussion of post-1815 would need to be more than a passing reference to count as complexity.) Considering the interrelationship between religious and political effects of the Enlightenment. (Confirms the validity of an argument by corroborating multiple perspectives across themes) Considering the ongoing impact of science, politics, and religion in public discourse across periods. (Provides insightful connections within and across periods)

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	Additional Notes: <ul style="list-style-type: none">• This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.
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Reporting Category	Scoring Criteria		
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	Decision Rules and Scoring Notes		
	Responses that do not earn points: <ul style="list-style-type: none"> Identify a single piece of evidence. Provide evidence that is not relevant to the topic of prompt. Provide evidence that is outside the time period or region specified in the prompt. Repeat information that is specified in the prompt. 	Responses that earn 1 point: <ul style="list-style-type: none"> Identify at least two specific historical examples relevant to the topic of the cultural effects of the First World War in the period 1918 to 1939. 	Responses that earn 2 points: <ul style="list-style-type: none"> Use at least two specific historical examples to support an argument regarding the cultural effects of the First World War in the period 1918 to 1939.
	Examples that do not earn points: Provide evidence that is outside the time period <ul style="list-style-type: none"> <i>“The development and use of the atomic bomb confirmed many Europeans’ belief in the futility of war.”</i> 	Examples of evidence that are specific and relevant include the following (two examples required): <ul style="list-style-type: none"> Interwar artistic movements (e.g., Expressionism, Futurism, Surrealism, Dadaism) Anti-war literature (e.g., British trench poets, <i>All Quiet on the Western Front</i>) Prowar literature (e.g., <i>Storm of Steel</i>) Existentialism Freud and his influence on art and literature Greater American influence on European culture (e.g., jazz, Hollywood films, Lost Generation) Changes in gender roles (e.g., ‘The New Woman’) Social impact of political ideologies (e.g., racism, family structure, anti-Semitism) State-sponsored art Example of a statement that earns one point for evidence: <ul style="list-style-type: none"> <i>“Otto Dix’s grotesque images of wounded veterans and the Tombs of the Unknown Soldier built in many countries after the war are both examples of Europe’s cultural response to the war.”</i> 	Examples that successfully support an argument with evidence: <ul style="list-style-type: none"> <i>“Remarque’s unheroic portrayal of alienated young German soldiers was a direct attack on the Romantic nationalism that had influenced much of the pre-war art and literature.”</i> (Functions as part of an argument that the war led to cynicism about pre-war values) <i>“Some artists and intellectuals saw the war as an opportunity to make a clean break with what they saw as a corrupt pre-war culture. Russian artists employed Expressionism and later Socialist Realism in support of the Communist party’s claims to be building a new, better society.”</i> (Uses evidence to support the argument that the war provided an opportunity for a fresh start)
	Additional Notes: <ul style="list-style-type: none"> Typically, statements credited as evidence will be more specific than statements credited as contextualization. If a response has a multipart argument, then it can meet the threshold of two pieces of evidence by giving one example for one part of the argument and another example for a different part of the argument, but the total number of examples must still be at least two. 		