

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 at least two pieces of specific and relevant evidence.
- Use historical reasoning (e.g., comparison, causation, continuity or change over time) to frame or structure an argument that addresses the prompt.
- Demonstrate a complex understanding of a historical development related to the prompt through sophisticated argumentation and/or effective use of evidence.

2. Evaluate the most significant change in European art during the period 1450 to 1700.

3. Evaluate the most significant change in international relations within Europe during the period 1789 to 1815.

4. Evaluate the most significant economic change in Europe during the period 1945 to 1989.

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.

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 whether the feminist movement of the nineteenth century was motivated primarily by the desire for political or economic equality. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument.
	Examples that do not earn this point: Provide a restatement of the prompt <ul style="list-style-type: none"> <i>“Political rights and economic opportunity were both important to feminists of the 1800s.”</i> Provide a historically defensible claim, but do not establish a line of reasoning <ul style="list-style-type: none"> <i>“Feminists were primarily interested in achieving political equality.”</i> Do not respond to the prompt <ul style="list-style-type: none"> <i>“The feminist movement was unable to achieve its goals in the 1800s.”</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>“While feminists were mostly motivated by the desire to achieve political equality through voting rights, many of them saw this as a means to gain economic equality in the workplace.”</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <ul style="list-style-type: none"> <i>“Women’s movements of the 1800s were primarily motivated to achieve political equality in two forms—the right to vote and the recognition of various legal rights.”</i> Establish a line of reasoning <ul style="list-style-type: none"> <i>“Feminists mostly fought for political equality by attempting to secure the right to vote.”</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 B Contextualization	0 points Does not meet the criteria for one point.	1 point Describes a broader historical context relevant to the prompt.
[0-1 points]	Decision Rules and Scoring Notes	
	Responses that do not earn this point: <ul style="list-style-type: none"> Provide an overgeneralized statement about the time period referenced in the prompt. Provide context that is not relevant to the prompt. Provide a passing phrase or reference. 	Responses that earn this point: <ul style="list-style-type: none"> Accurately describe a context relevant to whether the feminist movement in the nineteenth century was primarily motivated by a desire for economic or political equality.
	Examples that do not earn this point: Do not provide context relevant to the topic of the prompt <ul style="list-style-type: none"> <i>“The Catholic Church continued to keep women out of important religious roles in the 1800s.”</i> Provide an overgeneralized statement about the time period referenced in the prompt <ul style="list-style-type: none"> <i>“The nineteenth century was a period of great political change, including for women.”</i> Provide a passing phrase or reference <ul style="list-style-type: none"> <i>“Feminists have generally concentrated on improving the position of women.”</i> 	Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: <ul style="list-style-type: none"> Enlightenment ideas about universal human rights Expansion of voting rights [to men] in various European countries during the nineteenth century Industrialization’s effect on women’s participation in the workforce Bourgeois ideas of gender: separate spheres, the cult of domesticity The French Revolution’s / liberalism’s universalist pledge of legal equality Specific policies affecting women during the early stages of the French Revolution Changes in ideas of child-rearing and education Marxist / socialist / utopian ideas about women’s roles Ultimate achievement of voting rights for women in the twentieth century Examples of acceptable contextualization: <ul style="list-style-type: none"> <i>“Drawing on the French Revolution’s ideas about political equality of all citizens, 19th century feminists sought to gain rights for women.”</i> <i>“Many ideologies sought to enhance the political or economic position of oppressed groups in the 1800s.”</i> [Minimally acceptable contextualization]
	Additional Notes: <ul style="list-style-type: none"> The response must describe broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question that are relevant to the topic of the prompt. To earn this point, the context provided must be more than a phrase or reference. 	

Question 2: Long Essay Question, Changes in European Art

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 change in European art during the period 1450 to 1700.

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 at least two pieces of evidence relevant to the topic of the prompt.	2 points Supports an argument in response to the prompt using at least two pieces of specific and relevant 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 the 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 changes in European international relations during the period 1789 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 changes in European international relations during the period 1789 to 1815.
	Examples that do not earn points: Provide evidence that is outside the time period <ul style="list-style-type: none"> <i>“Reactions to Napoleon eventually inspired Italian and German unification that would completely change the balance of power in Europe.”</i> 	Examples of evidence that are specific and relevant include the following [two examples required]: <ul style="list-style-type: none"> Reactions in other parts of Europe to political changes in France [e.g., European states taking in French émigrés or Burke’s conservative response to the French Revolution] Military changes brought about by the Revolution [e.g., mass armies, wars of conquest, non-aristocrats rising to officer rank] Coalitions against Revolutionary France and Napoleon The creation and collapse of the Napoleonic Empire National mobilization and wars of resistance [e.g., Russia, Spain, Germany] The Congress of Vienna Conservative leaders [e.g., Metternich] The Code Napoleon and the attempt to impose it on the Napoleonic Empire. The Continental System The overseas effects of the Revolutionary and Napoleonic Wars [e.g., the Haitian Revolution, Latin American Wars of Independence] The establishment of new political units under Napoleon [e.g., The Confederation of the Rhine, the Duchy of Warsaw, etc.] Napoleon’s invasion of Egypt Example of a statement that earns one point for evidence: <ul style="list-style-type: none"> <i>“Napoleon tried to unite Europe against Britain, his main enemy, both by direct conquests of regions such as Italy and Germany, but also through a trade ban known as the</i> 	Examples that successfully support an argument with evidence: <ul style="list-style-type: none"> <i>“After 1789, a new dimension was added to international politics, as France sought to export its revolutionary ideas through conquest and intimidation.”</i> [Uses evidence to support an argument about the importance of ideology in international relations in the period] <i>“During the Revolutionary and Napoleonic periods, conflicts became more nationalistic, as can be seen in the Spanish and Russian resistance to French invasion.”</i> [Uses evidence to support an argument about the importance of nationalism in international relations in the period] <i>“The revolutionary enthusiasm of the French armies upset the old balance of power.”</i> [Uses evidence to support an argument about the importance of revolutionary ideas in international relations]

		<i>Continental System.</i> ” [Mention of two different actions is credited as two distinct pieces of evidence]	
	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 through sophisticated argumentation and/or effective use of evidence.
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>“Monarchs of countries invaded by Napoleon appealed to nationalist ideas to rally resistance.”</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 about changes in international relations within Europe during the period 1789 to 1815. The reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking specificity, imbalanced, or the evidence may be overly general or lacking specificity. Using a historical reasoning process to frame or structure an argument could include: <ul style="list-style-type: none"> Using change and continuity over time to explain differences in international relations at different times within the period 1789 to 1815. Structuring an argument thematically to explain political and military changes that affected international relations in the period 1789 to 1815. Using comparative reasoning to explain similarities and differences in various countries’ foreign policy agendas. Example of acceptable use of historical reasoning:	Responses that earn 2 points: May demonstrate a complex understanding through sophisticated argumentation that is relevant to the prompt. This may be done in a variety of ways, such as: <ul style="list-style-type: none"> Explaining multiple themes or perspectives to explore complexity or nuance; OR Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR Explaining both cause and effect, both similarity and difference, or both continuity and change; OR Explaining relevant and insightful connections within and across periods or geographical areas. These connections should clearly relate to an argument that responds to the prompt. May demonstrate a complex understanding through effective use of evidence relevant to an argument that addresses the prompt. This may be done in a variety of ways that might include: <ul style="list-style-type: none"> Explaining how multiple pieces of specific and relevant evidence [at least four] support a nuanced or complex argument that responds to the prompt; OR Using evidence effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt. Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided: <ul style="list-style-type: none"> Explaining important continuities in international relations [such as Britain’s continued interest in overseas expansion] as well as significant changes in international relations. Explains how multiple factors, such as economic interests, ideological changes, and geopolitical calculations, contributed to changes in international relations in the period. [Explaining multiple themes or perspectives to explore complexity or nuance] Evaluating whether the changes to international relations were or were not more significant than the continuities. [Explaining both continuity and change] Considering the relative significance of more than one possible change before ultimately arguing in favor of one. [Using evidence effectively]

	<ul style="list-style-type: none">• <i>“People outside of France were inspired by French revolutionary ideas, such as liberalism, which were spread by French armies.”</i> [This statement would need to be followed with at least a minimal elaboration of this reasoning]• <i>“Throughout the period, French aggression tended to unite other European powers in opposition...”</i> [This statement would need to be followed up with at least a minimal elaboration of this reasoning]	to demonstrate a sophisticated understanding of different perspectives relevant to the prompt]
	Additional Notes: <ul style="list-style-type: none">• To earn the first point for analysis and reasoning, the response must use historical reasoning to structure a response to the prompt, although the reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking in specificity.• This complex understanding must be part of the argument and may be demonstrated in any part of the response.• While it is not necessary for this complex understanding to be woven throughout the response, it must be more than merely a phrase or reference.	

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 economic change in Europe during the period 1945 to 1989. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument.
	Examples that do not earn this point: Provide a restatement of the prompt <ul style="list-style-type: none"> <i>“Europe experienced economic change in the period 1945-1989.”</i> Provide a historically defensible claim, but do not establish a line of reasoning <ul style="list-style-type: none"> <i>“Europe’s economy grew massively in the postwar period.”</i> Are not historically defensible <ul style="list-style-type: none"> <i>“Europe’s economy became more independent from the rest of the world’s in the period after the war.”</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>“Although the economies of Europe were completely devastated by the war, they began to recover through greater economic and political cooperation, leading to prolonged period of economic growth.”</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <ul style="list-style-type: none"> <i>“Postwar Europe experienced rapid economic growth but also an economic division between free market economies in Western Europe and the communist bloc system in Eastern Europe.”</i> Establish a line of reasoning <ul style="list-style-type: none"> <i>“The most significant change in Europe’s economy was a recovery from the effects of the war.”</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 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 through sophisticated argumentation and/or effective use of evidence.
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. 	Responses that earn 1 point: <ul style="list-style-type: none"> Must demonstrate the use of historical reasoning to frame or structure an argument about economic change in Europe during the period 1945 to 1989. The reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking specificity. 	Responses that earn 2 points: May demonstrate a complex understanding through sophisticated argumentation that is relevant to the prompt. This may be done in a variety of ways, such as: <ul style="list-style-type: none"> Explaining multiple themes or perspectives to explore complexity or nuance; OR Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR Explaining both cause and effect, both similarity and difference, or both continuity and change; OR Explaining relevant and insightful connections within and across periods or geographical areas. These connections should clearly relate to an argument that responds to the prompt. May demonstrate a complex understanding through effective use of evidence relevant to an argument that addresses the prompt. This may be done in a variety of ways that might include: <ul style="list-style-type: none"> Explaining how multiple pieces of specific and relevant evidence [at least four] support a nuanced or complex argument that responds to the prompt; OR Using evidence effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt.
	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>“The Oil Crisis of the 1970s put an end to the postwar economic boom.”</i> [Note that the phrases “put an end to” is not by itself sufficient to credit the 	Using a historical reasoning process to frame or structure an argument could include: <ul style="list-style-type: none"> Using comparative reasoning to explain how Western Europe experienced greater economic growth under a more free-market system than did Eastern Europe under communism. Structuring an argument thematically to highlight social and political changes associated with economic growth or decline. Using change and continuity over time to recount how Europe experienced periods of growth and stagnation during the period from 1945 to 1989. Example of acceptable use of historical reasoning:	Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided: <ul style="list-style-type: none"> Explaining how changes in Europe’s external economic relationships as well as changes in its internal economic structure both contributed to overall change. [Using evidence effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt] Evaluating which of two major economic changes—for instance, European economic integration or the failure of centrally planned economies—was ultimately more significant. [Explaining multiple themes or perspectives to explore complexity or nuance] Explaining how Europe’s economic relationships with the United States and formerly colonized areas both changed and remained the

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	statement as an example of reasoning using CCOT]	<ul style="list-style-type: none"> • <i>“Communist economies overall did less well than free-market economies in the postwar period.”</i> [Indicates difference between European economies in the postwar period] 	<p>same in the wake of war and decolonization. [Explaining both continuity and change]</p> <ul style="list-style-type: none"> • Considering the role of both the United States and the Soviet Union in driving economic change in Europe. [Using evidence effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt]
	<p>Additional Notes:</p> <ul style="list-style-type: none"> • To earn the first point for analysis and reasoning, the response must use historical reasoning to structure a response to the prompt, although the reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking in specificity. • This complex understanding must be part of the argument and may be demonstrated in any part of the response. • While it is not necessary for this complex understanding to be woven throughout the response, it must be more than merely a phrase or reference. 		