

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 3 — Long Essay Question

“Evaluate the extent to which the political consequences of Britain’s Glorious Revolution differed from the political consequences of the French Revolution.”

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 the extent to which the political consequences of Britain’s Glorious Revolution differed from the political consequences of the French Revolution, with some indication of the reasoning for making that claim.</p> <ul style="list-style-type: none">• “The political consequences of Britain’s Glorious Revolution differed from those of the French Revolution immensely as seen through the greater importance of Parliament and overall stability.”• “While the Glorious Revolution brought around a mainly peaceful change in leaders, the French Revolution was very deadly and unstable.”
B: Contextualization (0-1)	<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 consequences of the Glorious and/or French Revolutions.</p> <p><i>Examples of context might include the following, with appropriate elaboration:</i></p> <ul style="list-style-type: none">• English Civil War and Cromwell• Enlightenment thought• Impact of the American Revolution• Further political instability in post-1815 France

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Question 3 — 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 consequences of the Glorious and/or French Revolutions.</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 Declaration of the Rights of Man and Citizen• The Committee of Public Safety and the Terror• Reactions of Austria and Prussia to the killing of Louis XVI and Marie Antoinette• Fluctuations in French Government (Reign of Terror, Directory, Consul, Napoleon)• Napoleonic Wars• The Concert of Europe• The English Bill of Rights• The Code Napoleon• Limited violence in Ireland
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Question 3 — Long Essay Question (continued)

<p>D: Analysis and Reasoning (0–2)</p>	<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 consequences of the Glorious and French Revolutions differed, 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 the 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 consequences of Britain's Glorious Revolution and the political consequences of the French Revolution.</i></p>	<p><i>Examples of using historical reasoning might include:</i></p> <ul style="list-style-type: none">• The wars of Napoleon compared to William of Orange's wars against Louis XIV• The establishment of parliamentary supremacy in England compared to Napoleon and the Bourbon restoration• The differing responses of Europe to the Revolutions• The role of religion in both revolutions• The causes of both the Glorious and French Revolutions <p>OR</p> <p><i>Demonstrating complex understanding might include:</i></p> <ul style="list-style-type: none">• Explaining the nuance of an issue by analyzing similarities and differences in the Glorious and French Revolutions• Explaining changes over time in the political consequences of the Glorious and French Revolutions (for example, English stability will lead to the Industrial Revolution, but French political instability will lead to future economic and political problems)• Explaining significant differences in consequences while acknowledging the ways in which those consequences shared similarities• Qualifying or modifying an argument by considering evidence that supports an alternate position to the one offered in the thesis (for example, noting different historical interpretations of the Glorious and French Revolutions based on the peaceful nature of the Glorious Revolution and the violence of the French Revolution) <p><i>This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.</i></p>
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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 3 — 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 the political consequences of Britain’s Glorious Revolution differed from the political consequences of the French Revolution.

Responses earn the 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 entire period, but it must identify a relevant development or developments in the period.

Examples of acceptable theses:

- “The French Revolution was preceded by the Enlightenment where morals, systems of government, and institutions were questioned. These ideas like natural rights, democracy, and constitutionalism hit France in full force causing a drastic revolution. The Glorious revolution differed from the French revolution as it established a stable constitutional monarchy and was nonviolent, and set the framework for future powerful democracies.” (*The response makes a historically defensible claim, which addresses the difference between the Glorious and the French Revolutions. The response clearly links the Enlightenment with the French Revolution and implicitly links the political consequences of the Glorious Revolution with the later American Revolution.*)

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Question 3 — Long Essay Question (continued)

- “Both the Glorious Revolution and the French Revolution were instances where people were unhappy with their rulers and desired change. The bloodless manner of the Glorious Revolution and the way it simply shifted power to another monarch allowed for Britain to remain stable and encourage reform in the future while France’s Terror and complete remaking of the government created instability and a move towards authoritarian figures.” (*The response compares and contrasts both revolutions, sets up a line of reasoning, and addresses the prompt with links to future political events in both countries.*)
- “The political consequences were so incredibly different because England ended up with a constitutional monarch while France was left with Napoleon as a dictator and an unstable political future.” (*The response makes a historically defensible claim that the Glorious Revolution increased the power of Parliament and led to greater stability in England and makes a reference to political instability in France.*)
- “Though both had underlying effects of liberalism and represent turning points in each nation’s history, the Glorious Revolution’s affect [sic] took longer to have an effect were less directly influential on the European countries, and did not cause as much damage to its nation.” (*The response makes a historically defensible claim that sets up specific categories.*)
- “The Glorious Revolution was almost bloodless in stark contrast to the French Revolution was bloody.” (*Minimally acceptable thesis that makes a historically defensible claim and indicates the reasoning for making that claim. The response minimally references the differences between the Glorious and French Revolution, i.e., violence.*)

Examples of unacceptable theses:

- “The Glorious and French Revolutions had different political consequences for a variety of reasons.” (*While it offers a historically defensible claim, it offers no indication of a line of reasoning. If this statement was immediately followed or preceded by another sentence suggesting a valid reason for taking this position, then the two sentences taken together could receive credit.*)
- “The Glorious Revolution greatly differed from the French Revolution when it came to areas such as the social, political and religious changes they brought.” (*The response sets up categories that are too general.*)
- “The major difference between the two revolutions was that the Glorious Revolution created a democracy.” (*The response is not historically defensible.*)
- “The political consequences of the French revolution were very different from the consequences of the earlier Glorious Revolution.” (*The response makes a claim that is little more than a paraphrase of the prompt and offers no specific line of reasoning. If the statement was immediately followed by another sentence suggesting a valid reason for taking this position, or specifying the difference, then the two sentences taken together could receive credit.*)

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Question 3 — Long Essay Question (continued)

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, during, or continued after the time frame of the Glorious and/or French Revolutions. This point is not awarded for merely a phrase or a reference.

To earn the point the response must accurately describe a context relevant to differences in the political consequences of the Glorious and French Revolutions.

Examples might include the following, with appropriate elaboration:

- The American Revolution
- The English Civil War and Cromwell
- The Anglo-French rivalry and conflicts
- Impact of Enlightenment thought
- Further political instability in post-1815 France

Examples of acceptable contextualization:

- “The English Civil War marked the end of Charles I power and the beginning of an interlude under Cromwell as the leader of England. Cromwell’s goals and promises fell short ... the Glorious Revolution truly determined the start of a new situation ... After the Glorious Revolution, England expanded and prospered as they became an increasingly significant European power.” (*The response relates the events of the Glorious Revolution to the previous Puritan Rule of Cromwell and the subsequent political stability and power associated with England.*)
- “In conclusion, the deliberate Glorious Revolution differs from the French Revolution’s bloody, drastic revolution. In Edmund Burke’s “A Reflection of the French Revolution”, we see why Britain prospered more after a slower revolution. People do not like drastic change and the deliberacy [sic] of the Glorious Revolution was what made it so successful. That is why great scholars like Burke advocate for it.” (*The response relates events in the Glorious Revolution to later evaluations of the Glorious and French Revolutions by political commentators like Edmund Burke clearly linking the violence of the French Revolution to negative political commentary by 19th-century conservatives.*)

Example of unacceptable contextualization:

- “In the French Revolution, 100 years later, there were many political consequences.” (*Although the response makes reference to a later period in French history, the statement is simplistic and not backed by additional information to give it support.*)

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Question 3 — Long Essay Question (continued)

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 consequences of Britain’s Glorious Revolution differed from the political consequences of the French Revolution. 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 but are not limited to:

- The Declaration of the Rights of Man and Citizen
- The English Bill of Rights
- The Committee for Public Safety and the Terror
- The Code Napoleon
- Napoleonic Wars
- Limited violence in Ireland
- Fluctuations in the French government
- Reactions of other European countries

Examples of specific evidence in student samples:

- “The French people killed the monarchs Louis and Marie Antoinette. From this, they entered the Reign of Terror. This happened when Jacobins took control after the end of the Bourbon dynasty.” (*Specific evidence included is Louis and Marie Antoinette, Reign of terror, Jacobins, end of Bourbon dynasty. This specific evidence is related to the prompt.*)
- “When James II became king, he began giving more power to Catholics, undermining previous rules set up by Parliament. Parliament was able to give the crown to William and Mary without bloodshed.” (*Response provides specific evidence concerning the Glorious Revolution.*)

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 consequences of Britain’s Glorious Revolution differed from the political consequences of the French Revolution.

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Question 3 — Long Essay Question (continued)

Examples of successfully supporting an argument with evidence:

- “One example of the differences between the Glorious Revolution and the French Revolution was that after the Glorious Revolution parliament was supreme over the crown, where in the French Revolution, after a brief liberal phase, Napoleon ruled as Emperor and then the Bourbons were brought back after his defeat.” (*The response uses specific pieces of evidence in accurate support of an argument that addresses the prompt.*)
- “The political changes that resulted from the revolutions in Britain and France differed in which types of government emerged. Once James II had fled Britain against overwhelming opposition, the Parliament obliged William and Mary of Orange to agree to the English Bill of Rights placing a clear limit on royal power.” (*The response uses evidence about Parliament and the creation of the Bill of Rights to support the limited monarchy established during the Glorious Revolution.*)
- “The first difference in the revolutions was the reason why they occurred in the first place. The French Revolution has occurred from the bourgeoisie realizing their power, wealth, and abuse of rights. They noticed how the king, First Estate (clergy), and Second Estate (nobility) had been abusing their power by having less population yet gaining the most representation. The Third Estate (bourgeoisie) responded by declaring themselves the National Assembly and demanding more power by creating the Declaration of the Rights of Man. They fought for representation in society.” (*The response uses evidence about class inequality during the Ancien Régime to establish the grievances of the Third Estate and how those grievances were addressed.*)

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 consequences of Britain’s Glorious Revolution differed from the political consequences of the French Revolution. 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 but are not limited to the following:

- The different role that religion played in the motivations for each revolution.
- The effects of the French Revolution were wider than those of the Glorious Revolution.
- The wars of Napoleon compared to William of Orange’s wars against Louis XIV.
- The establishment of parliamentary supremacy in England compared to Napoleon and the Bourbon restoration.
- The differing responses of Europe to the Revolutions.
- The role of religion in both revolutions.
- The causes of both the Glorious and French Revolutions.

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Question 3 — Long Essay Question (continued)

Examples of acceptable historical reasoning:

- “England with a constitutional monarchy giving Parliament more power. They also created an English Bill of Rights for its citizens and made it so that no Catholic could take the throne. From then on England was stable and politically there were no problems. On the other hand, the French Revolution was just the start of France’s political instability and constant changing of powers.” (*The response addresses the different political outcomes of the Glorious and French Revolutions using the historical thinking skill of comparison/contrast.*)
- “One difference between the two revolutions was that the Glorious Revolution was peaceful and the French Revolution was violent. The Glorious Revolution was peaceful because William of Orange was invited by the British Parliament and there was no conflict. On the other hand, the French Revolution was very violent, as it started with riots in rural and urban areas along with the killings of French nobles. (*The response addresses the differences between the Glorious and French Revolutions in simplistic terms.*)

OR

Complexity

Responses earn **2** points by demonstrating a complex understanding of the differences between the political consequences of the Glorious and French Revolutions through using evidence to corroborate, qualify, or modify an argument that addresses the question.

Demonstrating a complex understanding might include:

- Explaining the nuance of an issue by analyzing multiple variables
- Explaining similarities and differences between the political consequences of each Revolution
- 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 evidence that supports an alternate position than the one offered in the thesis

Examples of acceptable complexity:

- “Despite their differences, both revolutions were motivated by similar ideas and in turn inspired other countries to follow those ideas. Both revolutions were influenced by or in line with the ideas of John Locke in his book *The Two Treatises of Government*; Locke wrote that the purpose of government was to protect the rights of the people to life, liberty, and property. The government ruled by the consent of the people and if it did not protect said rights, then the people had the right to institute new government. The Glorious Revolution as a successful implementation of these ideas influenced the American Revolution of 1776 ... The French Revolution as a temporarily successful implementation of similar ideas also influenced other revolutions around the world.” (*The response addresses similarities as well as the wider influence of the Glorious and French Revolutions. This response is an example of acceptable complexity that compares as well as contrasts both revolutions.*)

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Question 3 — Long Essay Question (continued)

- “The French Revolution’s consequences were more widespread than those of the Glorious Revolution. The geographic isolation of Britain meant that the revolution had few direct impacts on continental Europe, other than perhaps influencing Enlightenment ideology or inspiring other revolutions in the future. In contrast, the French Revolution directly impacted most of Europe. During the Napoleonic Wars, Napoleon conquered much of mainland Europe. In the conquered lands, he abolished feudalism. Additionally, his foreign rule sparked the rise of nationalism in many states, most notably Spain and Germany who resented foreign influence.” (*The response links the French Revolution to future nationalist movements at the end of the 19th century. This example analyzes multiple different variables for the greater influence of the French Revolution compared to the influence of the Glorious Revolution.*)
- “One way in which the revolutions in Britain and France differed were the types of governments established. In Britain, the absolute monarch James II was overthrown and William of Orange was put in his place. In order to ascend the throne, William of Orange had to agree to establish a constitutional monarchy which he did, marking the end of totalitarian, absolutist rulers in Britain. In contrast, the French Revolution went from constitutional monarchy, republic, then to a dictatorship under Napoleon Bonaparte. Meaning that France essentially underwent no significant political change. This is similar to the Russian Revolution. The Tsar created a constitutional monarchy, was overthrown and replaced by a moderate, new form of government (communism under Lenin), which was then overthrown and replaced by a totalitarian regime (communism under Stalin). Both revolutions created little to no political change and the governments of both would eventually fail (Napoleon’s defeat in 1815 and the Soviet Union’s dissolution in 1989). Another way in which the two revolutions differed was their impact on stability. Britain’s ‘reform from above’ left the people of Britain satisfied with the changes made therefore Britain did not experience political upheaval during this time period as the public was content with reforms. In France, the uprising or ‘reform from below’ caused instability that would endure within France. The government would change several times in the 19th century going from totalitarian regime to constitutional monarchy before finally landing on republic.” (*The response makes connections between events occurring from the 17th through the 20th century. Multiple differences are addressed and supported with evidence and analysis.*)