

**2014 AP<sup>®</sup> EUROPEAN HISTORY FREE-RESPONSE QUESTIONS**

**EUROPEAN HISTORY  
SECTION II**

**Part C**

**(Suggested planning and writing time—35 minutes)**

**Percent of Section II score—27 1/2**

**Directions:** You are to answer ONE question from the three questions below. Make your selection carefully, choosing the question that you are best prepared to answer thoroughly in the time permitted. You should spend 5 minutes organizing or outlining your answer. Write your answer to the question on the lined pages of the Section II free-response booklet, making sure to indicate the question you are answering by writing the appropriate question number at the top of each page.

Write an essay that:

- Has a relevant thesis.
- Addresses all parts of the question.
- Supports thesis with specific evidence.
- Is well organized.

5. Analyze major factors that caused people to move from the countryside to cities in Europe during the 1800s.
6. Analyze how warfare and the rise of totalitarian regimes affected the development of the arts in Europe during the first half of the 1900s.
7. Analyze major factors that affected the changing balance of power among European states in the period 1848–1914.

**STOP**

**END OF EXAM**

# AP<sup>®</sup> EUROPEAN HISTORY

## 2014 SCORING GUIDELINES

### Question 5

Analyze major factors that caused people to move from the countryside to cities in Europe during the 1800s.

#### 9–8 Points

- Thesis is explicit and explains multiple factors, both those that push people from the countryside and those that attract people to the cities in Europe.
- Organization is clear, consistently followed, and effective in support of the argument, **employing strong and explicit linkage** between factors and migration.
- Essay is **well balanced**; all major topics suggested by the prompt are covered at some length. May address the differences between earlier and later 1800s, or between eastern and western Europe. (Most essays concentrate on Great Britain.)
- All major assertions in the essay are supported by multiple pieces of relevant evidence. Will address both agrarian factors and industrial factors leading to migration and urbanization.
- May contain errors that do not detract from the argument or some information that is off task.

#### 7–6 Points

- Thesis is explicit and explains multiple factors that caused people to move from the countryside to cities in Europe.
- Organization is clear, effective in support of the argument, but not consistently followed, **employs explicit linkage between factors and migration**.
- Essay is **balanced**; all major topics suggested by the prompt are covered at least briefly. Addresses both agrarian factors and industrial factors leading to migration and urbanization, but one may be addressed more thoroughly.
- All major assertions in the essay are supported by at least one piece of relevant evidence.
- May contain an error that detracts from the argument or information that is off task.

#### 5–4 Points

- Thesis is explicit, but not always fully responsive to the question. May mention factors that caused people to move from the countryside OR to move to cities in Europe, or both.
- Organization is clear, effective in support of the argument, but not consistently followed. **Linkage may not be well developed**.
- Essay shows **some imbalance**; some major topics suggested by the prompt are neglected. May lean more heavily toward why people left the countryside or why they were drawn to the cities.
- Most of the major assertions in the essay are supported by at least one piece of relevant evidence.
- May contain a few errors that detract from the argument and information that is off task.

#### 3–2 Points

- No explicit thesis or a thesis that merely repeats or paraphrases the prompt.
- Organization is unclear and ineffective, may be repetitious. **Linkage may be suggested or implied**. Generalizations (“the Industrial Revolution”) may be given as factors, but not linked to migration.
- Essay shows **serious imbalance**; most major topics suggested by the prompt are neglected. May mention factors and not support them with evidence or develop them in the essay.
- Only one major assertion is supported by evidence, which may be off task.
- May contain several errors that detract from the argument OR information that is off task, or both.

**AP<sup>®</sup> EUROPEAN HISTORY  
2014 SCORING GUIDELINES**

**Question 5 (continued)**

**1–0 Points**

- No discernible attempt at a thesis.
- No discernible organization, with little or no linkage to migration from countryside to city.
- One or none of the major topics suggested by the prompt is mentioned.
- Little or no supporting evidence used.
- May contain numerous errors that detract from the argument, OR may be entirely off task, or both.

# **AP<sup>®</sup> EUROPEAN HISTORY 2014 SCORING GUIDELINES**

## **Question 5 (continued)**

### **Historical Background**

The **factors** discussed in the essays may include:

#### **Agricultural Revolution and agricultural changes**

- Crop rotation and nitrogen-rich crops – clover, peas, beans, grasses, turnips (potatoes widely consumed by 1700s) allowed for more livestock grazing, meaning more meat and more manure as fertilizer.
- Scientific farming and new technology – Jethro Tull’s seed drill, 1701; Charles “Turnip” Townsend (1730s) field rotation and turnips; selective breeding by Robert Bakewell (1780s) and Thomas Coke (1790s) finer wool in sheep, bigger oxen; stronger horses; cast-iron plow in use by 1730.
- Enclosure movement and Enclosure Acts (mostly 1750 – 1860) – End of open field system; benefitted large landowners; land reclamation came from drainage of wetlands, accumulation of commons.
- Small farmers forced to be wage laborers (described in some texts as proletarianization) or tenant farmers. Increase of landless peasants in France, Spain, Germany, Sweden, Ireland.
- Farms become more productive. British agricultural output increased 43 percent in 1700s ; required fewer workers and couldn’t support the number of rural laborers.
- Population expands: Better nutrition, decline in death rates, also some increase in birth rates; fewer plagues, but also more food; English population increased 50 percent between 1750 and 1800.
- Unique to England (and Low Countries), situation in most of Europe different. New agriculture techniques spread slowly to the rest of Western Europe, but most still lived on subsistence plots and had little surplus production. Eastern Europe – many peasants forced back into serfdom, especially Prussia, Poland, Ukraine; however, serfdom abolished in Austrian Empire in 1848, and Russia in 1861.

#### **First Industrial Revolution**

- Rural poor move to cities for industrial jobs; end of cottage industry, putting-out system.
- Textile inventions: Kay’s flying shuttle (1733); Hargreaves’ spinning jenny (1760); Arkwright’s water frame (1769) – by 1790s cotton yarn production grew 10 times, and by 19th century all cotton spinning was concentrated in large-scale factories and first steam engine introduced in Nottingham in 1790; Crompton’s spinning mule and Whitney’s cotton gin (1790) and Cartwright’s power loom (1800). By 1820, cotton cloth made up almost half of British exports; by 1830, mechanized cotton accounted for 22 percent of country’s entire industrial production.
- Steam inventions – Newcomen engine (1702); James Watt’s and Matthew Boulton’s steam engines (1760s); by 1780s it was a practical and commercial success in Britain; Henry Cort’s puddling furnace (1780s) leads to rolling mills for iron production.
- Early factories – single workspace replaced widespread home-based manufacture; employed entire families initially; relied on unskilled or semi-skilled labor; discipline, regulated time maximized production; work repetitive and boring, sometimes dangerous; pay was regular.

# AP<sup>®</sup> EUROPEAN HISTORY

## 2014 SCORING GUIDELINES

### Question 5 (continued)

#### Second Industrial Revolution

- New inventions in medicine, electrical machinery, chemicals, weapons, large-scale commercial food canning created jobs in cities; department and catalogue stores needed workers; white-collar and clerical jobs expanded the urban population (clerks for banks, railroads, insurance companies, etc.).
- Later factories quickly grew as cottage industries declined; artisans and cottage industries replaced by machines; machine tools introduced in greater numbers beginning in 1840s; Henry Cort – puddling furnace 1780s and steam powered rolling mills. In 1740s iron production was 17,000 tons; in 1806, 260,000 tons; in 1844, 3 million tons. Once expensive, iron became cheap, indispensable building block of economy. Bessemer process (1850s) led to large-scale production of steel.
- Jobs for men, women, and children, but after 1830s divided by sex and no longer sharing the same working hours; stable wages.

#### Advances in transportation

- Railroads – provided jobs for rural populations who built them; workers needed for operations, maintenance, management as well; Ease of transportation – George Stephenson and The Rocket (1829), Liverpool and Manchester Railway; reduced costs and uncertainty of shipping freight promoted growth of large factories as well as cities; encouraged by governments – 1835 British Parliament passed acts to establish 750 miles of track. By 1852, there were more than 7,500 miles of track. Belgium sponsored unified railway network in 1830s; Prussia guaranteed interest and principal on RR bonds.

#### Urbanization

- Growth of cities 1750-1900 – Began in England in 1770s and 1780s in textile manufacturing and spread rapidly on the Continent in the 1830s and 1840s. Less than 8 percent of English population in agriculture by 1900; over 50 percent of English population lived in cities by 1850 (Manchester 25,000 in 1772; 455,000 in 1851).
- Death rates were higher than birth rates in most large cities in first half of 19<sup>th</sup> century, so population grew because of influx of people from the countryside.
- Major cities and commercial hubs no longer needed to be near water because of steam engine.
- Poor living conditions – tenements, unsanitary, open drains; Dickens' novels (e.g., *Hard Times*) mention coal dust, factory smoke, workhouse conditions (*Oliver Twist*).

# AP<sup>®</sup> EUROPEAN HISTORY

## 2014 SCORING GUIDELINES

### Question 5 (continued)

#### Reforms, Policy Concerns, Economic Theories

- The Poor Laws (1834) created workhouses, reduced costs to communities; the Sadler Commission (1832) documented working conditions for women and children in textile mills; The Factory Act of 1833 and the Mines Act of 1842 regulated hours and conditions for women and children; Edwin Chadwick's "Report on the Sanitary Condition of the Laboring Population of Britain" (1842) led to campaigns and legislation against cholera, prostitution, crime e.g., the Public Health Act (1848); the Vaccination Act (1853); the Contagious Diseases Act (1864).
- Adam Smith's *Wealth of Nations* contributed to laissez faire economics; Thomas Malthus's work argued that overpopulation would lead to poverty; David Ricardo's "Iron law of wages" postulated that wages would always sink to the subsistence level.

#### Urban Reform and Improvements

- Urban reform programs in Vienna, Rome, Paris, London, and Berlin drew people with parks, widened streets, museums, city halls, opera houses, public gardens, and leisure time organized activities; Georges Hausmann's rebuilding of Paris created boulevards, green spaces, wiping out slums; civic pride drew people who liked the excitement of the city – Crystal Palace in London (1851); electric streetcars in 1890s.
- Government projects to modernize sewer and sanitary systems; sewers in London, Paris, Vienna; London and Riga (then in Russia) piped in fresh drinking water.