

## **2016 AP® EUROPEAN HISTORY FREE-RESPONSE QUESTIONS**

**Use the table below to answer all parts of the question that follows.**

**PERCENT OF THE WORKFORCE PER ECONOMIC SECTOR IN FRANCE, 1800–2012**

Year	Agriculture	Manufacturing (including construction)	Services
1800	64%	22%	14%
1900	43%	29%	28%
1950	32%	33%	35%
2012	3%	21%	76%

Source: adapted from Thomas Piketty, *Capital In the Twenty-first Century*, transl. Arthur Goldhammer, (Cambridge, Mass.: Belknap / Harvard University Press), 2014. Table 2.4., p. 91.

4. a) Based on the table and your knowledge of European history, identify and explain TWO broader trends that contributed to the changes in the patterns of employment in France between 1800 and 2012.
- b) Based on the table and your knowledge of European history, identify and explain ONE effect of the transformations reflected in the table on economic and social life in Western Europe.

**END OF SECTION I**

## **2016 AP® EUROPEAN HISTORY FREE-RESPONSE QUESTIONS**

### **EUROPEAN HISTORY**

#### **SECTION II**

**Total Time—1 hour, 30 minutes**

#### **Question 1 (Document-Based Question)**

**Suggested reading and writing time: 55 minutes**

**It is suggested that you spend 15 minutes reading the documents and 40 minutes writing your response.**

**Note: You may begin writing your response before the reading period is over.**

**Directions:** Question 1 is based on the accompanying documents. The documents have been edited for the purpose of this exercise.

In your response you should do the following.

- **Thesis:** Present a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.
- **Argument Development:** Develop and support a cohesive argument that recognizes and accounts for historical complexity by explicitly illustrating relationships among historical evidence such as contradiction, corroboration, and/or qualification.
- **Use of the Documents:** Utilize the content of at least six of the documents to support the stated thesis or a relevant argument.
- **Sourcing the Documents:** Explain the significance of the author’s point of view, author’s purpose, historical context, and/or audience for at least four documents.
- **Contextualization:** Situate the argument by explaining the broader historical events, developments, or processes immediately relevant to the question.
- **Outside Evidence:** Provide an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument.
- **Synthesis:** Extend the argument by explaining the connections between the argument and ONE of the following.
  - A development in a different historical period, situation, era, or geographical area.
  - A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history).
  - A different discipline or field of inquiry (such as economics, government and politics, art history, or anthropology).

1. Evaluate whether the policies of Otto von Bismarck’s government represented traditional conservatism or a new kind of conservatism in nineteenth-century Europe.

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**Short Answer Question 4**

**Use the table below to answer all parts of the question that follows.**

**Percent of the workforce employed in each sector of the economy in France, 1800–2012**

YEAR	AGRICULTURE	MANUFACTURING (INCLUDING CONSTRUCTION)	SERVICES
1800	64%	22%	14%
1900	43%	29%	28%
1950	32%	33%	35%
2012	3%	21%	76%

- a) Based on the table and your knowledge of history, identify and explain TWO broader trends that contributed to the changes in the patterns of employment in France between 1800 and 2012.
- b) Based on the table and your knowledge of history, identify and explain ONE effect of the economic transformations reflected in the table on Western European societies.

0–3 points

Score 3

Response accomplishes **all three** tasks set by the question.

Score 2

Response accomplishes **two** of the tasks set by the question.

Score 1

Response accomplishes **one** of the tasks set by the question.

Score 0

Response accomplishes **none** of the tasks set by the question.

Score —

Is completely blank

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## **Short Answer Question 4 (continued)**

### **Scoring Guide**

#### **0–3 points**

- ONE point for identifying a specific example of a broad trend AND explaining how that broad trend contributed to changes in the patterns of employment in France in the period between 1800 and 2012.
- ONE point for identifying a specific example of a broad trend that is DIFFERENT from the one provided above AND explaining how that broad trend contributed to changes in the patterns of employment in France in the period between 1800 and 2012
- ONE point for identifying a specific example of an effect on economic or social life in Western Europe AND explaining how that effect resulted from the transformations reflected in the table.

### **Scoring Notes**

#### **General scoring considerations for Part A:**

- The prompt requests that the response address the time period from 1800 to 2012, which could occur in one of two ways. First, the response could cover the entire period in discussing each one of the trends to be identified and explained. Second, each of the trends could cover a part of the period, but taken together the full period is addressed. If the response only addresses a part of the period (e.g., only the nineteenth century, only the twentieth), it may receive a maximum of one point for the task even if the identification and explanation of both trends is acceptable.
- This task focuses on understanding causes and explaining causal relationships. Consequently, the responses need to indicate clearly how the trend contributes to the phenomena (organization of the French workforce over time) described in the table. Attention must also be paid to the temporal context. Answers that make sense for the twentieth century, for instance, may not be persuasive in relation to the nineteenth-century context.
- The task also requires that two distinct trends be identified and explained. If the response only examines two consequences of one trend, it can only receive a single point.

#### **Acceptable responses for part A that would earn credit:**

- The Industrial Revolution resulted in the growth of the manufacturing sector. Moreover, by attracting workers from rural areas, it prompted reductions in the agricultural workforce.
- The mechanization of agriculture promoted productivity gains that decreased the need for agricultural workers.
- Increased international competition for industrial markets after 1950 resulted in decreased demand for industrial labor, but it also encouraged a shift towards the service sector, which explains the spike in the service workforce after 1950.
- Improvements in educational access (mandatory primary schooling, expansion of university education [later]) contributed to the expansion of service-sector employment.
- Technological progress decreased the needs for massive human resources in the agricultural and manufacturing sectors, permitting the expansion of service-sector employment.

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## **Short Answer Question 4 (continued)**

- The emergence of a consumer society after 1950 led to the creation of new employment opportunities in the service sector.
- The expansion of the “modern state” during the nineteenth and twentieth centuries promoted major growth in the service sector (e.g., jobs in education, public health, government).
- The rise of globalization after 1950 resulted in a decline of manufacturing jobs in France as traditional industrial work could now be accomplished more cheaply elsewhere.

Note: Students often speak of an “agricultural revolution” in this question, but without a great deal of precision.

### **General scoring considerations for part B:**

- This task emphasizes explaining the effects of the transformations suggested in the table. The response must, therefore, clearly focus on explaining how the trends reflected in the table had an impact on Western European social or economic life.
- Note, too, that this task does not require that the response address the entire period covered in the table.

### **Acceptable responses for part B that would earn credit:**

- The growth in manufacturing jobs contributed to urbanization, since the new jobs in industry tended to be concentrated in cities.
- The expansion of the workforce in manufacturing (especially industry) promoted the rise of ideologies like socialism and communism and also union movements, since they sought to improve workers’ lifestyles and promote the cause of social equality.
- The shift from agricultural to manufacturing and service labor permitted individuals (and the working classes in particular) to save money and spend less time working, thereby contributing to the spread of leisure activity and consumerism.
- The growth in manufacturing jobs and industrial conditions undermined traditional notions of family life and familial relations.
- An increase in manufacturing jobs prompted the emergence of new social classes such as the “proletariat” and the “bourgeoisie” and a heightened awareness of social difference.
- The steady increase in service-sector employment reflected both an expansion of the middle class in Western Europe and, overall, long-term improvements in the standards of living.