

2006 AP[®] EUROPEAN HISTORY FREE-RESPONSE QUESTIONS

EUROPEAN HISTORY SECTION II

Part B

(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.
2. Compare and contrast the relationship between the artist and society in the Renaissance/Reformation period to the relationship between the artist and society in the late nineteenth century.
 3. Analyze the aims, methods, and degree of success of the Catholic Reformation (Counter-Reformation) in the sixteenth century.
 4. Analyze the effects of the Columbian exchange (the interchange of plants, animals, and diseases between the Old World and the New World) on the population and economy of Europe in the period 1550 to 1700.

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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. Compare and contrast the social and economic roles of the state in seventeenth- and eighteenth-century Europe (before 1789) to the social and economic roles of the state in Europe after the Second World War.
 6. In the period 1815-1900, political liberalization progressed much further in western Europe than in Russia. Analyze the social and economic reasons for this difference.
 7. Considering the period 1933 to 1945, analyze the economic, diplomatic, and military reasons for Germany's defeat in the Second World War.

STOP

END OF EXAM

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Question 4

Analyze the effects of the Columbian exchange (the interchange of plants, animals, and diseases between the Old World and the New World) on the population and economy of Europe in the period 1550 to 1700.

9–6: Stronger

- Has a clear, well-developed thesis.
- Is well organized.
- Addresses the terms of the question.
- Supports the thesis with specific evidence.
- May contain minor errors; even a 9 need not be flawless.

Indicators for 9–8

- Thesis demonstrates understanding of the Columbian exchange.
- Discusses examples from at least two prompts; minimal references to other examples, such as minerals and humans.
- Analyzes effects of Columbian exchange on both the population and economy of Europe.

Indicators for 7–6

- Discusses at least one example from prompts but also should consider other plants/animals or their by-products; may also discuss the impact of humans and minerals.
- Focuses on the period in question, 1550–1700, but may include some material from earlier and later periods.
- Examines effects of Columbian exchange on the population and economy of Europe.

5–4: Mixed

- Contains a thesis, perhaps superficial or simplistic.
- Demonstrates uneven response to the question’s terms.
- May contain errors, factual or interpretive.

Indicators

- Discussion of the Columbian exchange and its effects may be conflated.
- Uneven treatment of examples of Columbian exchange; may lack specificity.
- Discussion may be more descriptive or narrative than analytical.
- May contain errors (chronology, features, or effects) that affect interpretation.

3–0: Weaker

- Thesis is confused, absent, or merely restates the question.
- Misconstrues the question or omits major tasks.
- May contain major errors.

Indicators for 3–2

- Thesis is confused, absent, or merely restates the question.
- Weak consideration of the Columbian exchange or no significant discussion of its impact.
- Reflects paucity of examples from either component of the Columbian exchange, or ignores them.
- May not address all parts of the question.
- Contains significant or numerous errors of fact or interpretation.

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Question 4 (continued)

Indicators for 1–0

- Essays scored 0 or 1 may attempt to address the question but fail to do so.
- May not contain specific evidence.
- May contain a number of serious errors.

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Question 4 Historical Background

There was a “Columbian Exchange,” and there was a Columbian exchange. In 1972 Alfred Crosby characterized the meeting of Europe and the Americas during the fifteenth to seventeenth centuries as an exchange that affected both regions. His “Columbian Exchange” was a transfer (interchange) of organisms. From Europe migrated not only conquerors with superior military technology but also such animals as horses, cattle, goats, and sheep; grain plants and sugar cane; and fateful diseases like smallpox, dysentery, and diphtheria. For its part the New World provided a host of sustaining crops that could be cultivated in Europe, such as potatoes, maize (corn), tomatoes, squashes, and varieties of beans; foods that appealed to European tastes, such as cacao (chocolate), avocados, and chilies; and other products that served a growing demand, such as tobacco, indigo, and cotton. Few New World animals of consequence migrated to Europe during this period, but possibly the venereal disease syphilis first reached Europe from the Americas. Before and since the publication of Crosby’s work, students of European expansion have not neglected his factors but have also pointed to the interregional migration of people and their cultures and metals (iron from Europe and silver and gold from the Americas).

The student must discuss the impact of the Columbian exchange on the population and economies of Europe. For example, this might include the effects of transferred food crops on diet and population growth in Europe, potatoes and corn as factors in the agricultural revolution, the economic effect of cane sugar and tobacco production on European economies (e.g., wealth produced by the New World plantation systems for Europe, the stimulation that agriculture gave to international commerce and later industrialization, the need for large-scale labor for sugar and tobacco plantations and thereby the triangular trading system and trans-Atlantic slavery), the establishment of a “mercantilist” system of trade, the export of grain, meat, leather and animal hides to Europe, or the spread of syphilis among many Europeans. The exchange can easily be linked to the establishment of colonial societies and the exploitation of the Americas. Mention of the impact on Europe of European emigration to the Americas is not a rare response.

Some crops transferred (transplanted) from the New World (Americas) to the Old World (Europe):

Potatoes (from the Andes regions; popular in sixteenth-century Europe initially among lower classes)

Maize (Indian corn)

Tomatoes (cultivated in Europe by mid-sixteenth century)

Squashes (includes pumpkins and gourds)

Beans (haricots and others)

Chiles

Agricultural products:

Avocados

Cacao (chocolate from Mexico)

Peanuts

Cotton (raw and finished textiles)—cotton was native to both Old and New World, but New World cotton varieties eventually became more important (well after 1700).

Tobacco

Indigo (dye)

Vanilla