

2013 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. Analyze the differences between the political ideals expressed in the visual arts of the Renaissance (fifteenth–sixteenth centuries) and the political ideals expressed in the visual arts of the Neoclassical/Romantic period (eighteenth–nineteenth centuries).
 3. Analyze the differences between the motives that shaped European colonial expansion in the period 1450–1750 and the motives that shaped European colonial expansion in the period 1850–1914.
 4. Analyze the differences between the impact of Newtonian physics on European culture and the impact of Darwinian biology on European culture.

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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. Analyze the factors that led to the expansion of women’s participation in the paid workforce in Europe over the course of the twentieth century.
6. Analyze the factors that led to the expansion of the welfare state in Western Europe in the mid-twentieth century.
7. Analyze the factors that led to the rise of right-wing authoritarian regimes in continental Europe in the interwar period (1919 to 1939).

STOP

END OF EXAM

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Question 4

Analyze the differences between the impact of Newtonian physics on European culture and the impact of Darwinian biology on European culture.

9-8 Points

- Thesis explicitly explains in what ways Newtonian physics and Darwinian biology each impacted European culture.
- Organization is clear, consistently followed, and effective in discussing at least two differing impacts of Newtonian physics and Darwinian biology on European culture — either discussed together or separately.
- Essay is well balanced, discussing both Newton and Darwin, though essay may offer less discussion of one or the other.
- Essay provides relevant evidence of two or more impacts on European culture — at least one per scientist.
- May contain errors in fact or chronology that do not detract from the argument.

7-6 Points

- Thesis explains in what ways Newtonian physics and Darwinian biology each impacted European culture.
- Organization is clear and effective but may be less consistent by providing one developed and one less-developed argument of Newton's and Darwin's differing impacts on European culture.
- Essay is relatively balanced, discussing both Newton and Darwin, though discussion of one or the other may be clearly less developed.
- Essay provides evidence of at least two impacts on European culture — one per scientist.
- May contain an error in fact or chronology that detracts from the argument.

5-4 Points

- Thesis attempts to answer the prompt but may be general, singular, or vague in explaining ways that Newtonian physics and Darwinian biology impacted European culture.
- Organization is clear and effective but may be less consistent by providing one developed or several less-developed arguments about Newton's and Darwin's differing impact on European culture.
- Essay may show imbalance, offering only one valid discussion of Newton or Darwin.
- Essay provides evidence of one or two impacts on European culture.
- May contain a few errors in fact or chronology that detract from the argument.

3-2 Points

- Thesis may restate prompt or offer little or no valid explanation of ways Newtonian physics and Darwinian biology impacted European culture.
- Organization offers minimal argumentation of Newton's or Darwin's differing impact on European culture, or either.
- Essay may show serious imbalance; parts of the prompt are neglected or misconstrued.
- Essay may offer some evidence of cultural impact, but it may be vague or conflated.
- May contain several errors in fact or chronology that detract from the argument.

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Question 4 (continued)

1-0 Points

- No discernible attempt at a thesis.
- Organization may be coincidental, with no argument of Newton's or Darwin's differing impact on European culture.
- Essay may show gross imbalance; parts of the prompt are ignored.
- Essay may offer little, ineffectual, or irrelevant evidence of cultural impact.
- May contain numerous errors in fact or chronology that detract from the argument.

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Question 4 (continued)

Historical Background

The Question

- Students must explain **HOW** Newtonian physics and Darwinian biology each impacted culture differently.
- There is no specific time frame specified.
- The prompt requires students to discuss two or more examples of impact.

Clarification

- The phrasing invites students to write separate arguments on Newton's and Darwin's impact on culture, with explicit or implicit discussion of differences.
- The prompt does not require students to explain Newtonian physics or Darwinian biology.
- *European Culture* may be interpreted as European society. Thus, essays could discuss persons (e.g., Voltaire, Spencer, philosophes), institutions (church, government), eras (Scientific Revolution, Enlightenment), intellectual movements (Social Darwinism, Deism) and political trends (imperialism, laissez faire liberalism).
- Essays could discuss contemporaneous time periods, bordering time periods, or both. References to chronologically or thematically more distant developments may be valid but should be looked at carefully on a case-by-case basis (e.g., Industrial Revolution, Nazism).

The Essay

- **Thesis.** Essay must identify ways Newtonian physics and Darwinian biology each affected European culture, that is, how the culture was affected.
- **Organization.** Essay must offer causal linkage between Newtonian physics and Darwinian biology on the one hand and European culture on the other. Discussion of two such linkages satisfies the prompt.
- **Balance.** Essay must discuss the impact of each scientific advance on European culture.
- **Evidence.** Essay must support at least one (combined or separate) societal impact per scientific advance.

Clarifications

- Strong essays will have explicit theses that deal with differing impacts for both scientific advances. Medium essays may only allude to impacts.
- Strong essays will explicitly state the causal effects of each scientist on European culture. Medium essays may describe this in more general or partial terms. Weak essays often fail to address culture specifically.
- Strong essays display sophistication in contrasting multiple developed examples of differing impact. Medium essays often discuss two to three examples in more basic terms. Weak essays tend to highlight one scientist over the other or discuss science rather than culture.
- Strong essays will often distinguish themselves through well-chosen multiple evidence. Medium essays can also display mastery of fact but will typically have less material dealing with causality. Weak essays typically offer only generalizations as evidence.

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Question 4 (continued)

- Students must respond to the prompt in the thesis and the body (i.e., HOW these two scientific advances affected culture). Theses that repeat the prompt, elaborate on scientific innovation rather than societal impact, or have no linkage despite rich narratives in the body score low.
- Discussion of incorrect information as part of an attempt to develop the argument constitutes an error that detracts from the essay's argument. Extraneous information not contributing to the argument may be ignored. Occasional minor misstatements should not be counted as errors that detract from the argument.

NEWTONIAN PHYSICS

With his magnum opus *Philosophiæ Naturalis Principia Mathematica* (Mathematical Principles of Natural Philosophy, first published in 1687), natural philosopher **Sir Isaac Newton** (1642–1727) posited universal mathematical principles, formulas, and laws that could explain the motions of terrestrial and celestial objects. Synthesizing the work of Copernicus, Kepler, and Galileo, Newtonian physics dethroned Aristotelian/Ptolemaic cosmology and enhanced the prestige of the scientific method as the means to the truth.

The appeal of natural universal law regulating the material world profoundly impacted European culture:

- *Scientific Academies* promoted mechanical learning (engineering) for the benefit of state power and emerging industry; Newtonian physics arguably helped lay the foundations of the Industrial Revolution.
- The *philosophes* and *salons* of the *Enlightenment* and later figures spread Newton's work to the literate, whose quest for rationality and self-governance sought to apply the concept of uniform, universal laws to human society as well as the natural world; social criticism resulted in both the defense of the free economic forces (Smith) and insistence on natural rights by contract or revolution (Locke, Montesquieu, Rousseau, Hegel, Marx).
- *Deists* argued that Newton's mechanistic cosmology with its universal laws and predictable outcomes was evidence that God had created and set in motion the universe, but then no longer intervened in its working. (As a devout Christian, Newton himself saw no conflict between science and religion and insisted on God's continued intervention in the physical world.)

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Question 4 (continued)

DARWINIAN BIOLOGY

With his groundbreaking study *On the Origins of Species by Means of Natural Selection, or the Preservation of Favored Races in the Struggle for Life* (1859) and subsequent study *The Descent of Man, and the Selection in Relation to Sex* (1871), naturalist **Charles Darwin** (1809–1882) offered empirical evidence for the development of animal and plant life and the emergence of new species over time. He also introduced the principle of natural selection and the struggle for individuals and species to survive.

Darwin's methodology established general principles that have shaped most aspects of the biological sciences since his time. His theory of evolution radically altered conceptions of geologic time and human origins, and, for many, undermined conceptions of man's dominant place in the universe.

The Darwinian challenge to religious faith, hierarchal order, and human behavior had a profound impact on European culture:

- Evolution undermined many people's belief in the Bible's account of the creation of the natural world as it offered an alternative explanation of the development of life without ongoing divine intervention. The adoption of a Darwinian outlook in the biological sciences ultimately led to the end of the (direct) role of religion in questions of science.
- For some, Darwinism led to a questioning of the traditional and Christian notions of the *centrality of man* in the universe. Some interpretations of the theory of evolution relegated humans to a relatively recent species in the history of the natural world.
- Adherents of *Social Darwinism* applied the concepts of natural selection to the social order and contemporary human and international relations. Herbert Spencer (1820–1903) coined the notion of the "*survival of the fittest*" (often misattributed to Darwin) and used it to justify laissez faire economic practices, as well as to promote the notion that certain "races" (usually Europeans) were biologically superior. The misapplication of Darwinian biology led to the justification of European imperialism and nationalistic and militaristic expansion.