

2012 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 various ways in which technological developments contributed to the expansion of state power in the period 1450 to 1600.
3. Analyze various ways in which religious reform in the sixteenth and seventeenth centuries influenced the arts.
4. Analyze various ways in which government policies during the Revolutionary and Napoleonic era contributed to a greater sense of French national identity in the period 1789 to 1815.

2012 AP® 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 the ways in which the rise of the middle class affected family structure and gender roles in Europe in the 1800s.
6. Analyze various ways in which ideology shaped the foreign policy of Nazi Germany in the period 1933 through 1945.
7. Analyze various factors that contributed to the process of decolonization in the period 1914 to 1975.

STOP

END OF EXAM

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Question 4

Analyze various ways in which government policies during the Revolutionary and Napoleonic era contributed to a greater sense of French national identity in the period 1789 to 1815.

9–8 points

- Thesis is explicit and establishes linkages between government policies and national identity for both time periods.
- Organization is clear, consistently followed, and effective in support of the argument.
- Essay is well balanced, discussing both the French Revolution and Napoleonic periods, with well-developed linkages to national identity.
- Includes two or more government policies from each era, with well-developed linkages to national identity.
- May contain errors that do not detract from the argument.

7–6 points

- Thesis is explicit and responsive to the question.
- Organization is clear, is effective in support of the argument, but may not be consistently followed.
- Essay is balanced, discussing both the Revolutionary and Napoleonic periods, with clear linkages to national identity.
- Includes at least one government policy from each era, with clear linkages to national identity and some development of linkage.
- May contain an error that detracts from the argument.

5–4 points

- Thesis is explicit; thesis may not simply paraphrase the question, but linkages to national identity may be vague.
- Organization is clear, is effective in support of the argument, but not be consistently followed.
- Essay shows some imbalance; one of the two periods may be addressed superficially without clear linkage to national identity.
- May develop the links between policy and identity well in one period or weakly in both periods.
- May contain a few errors that detract from the argument.

3–2 points

- Essay contains no explicit thesis or a thesis that merely repeats or paraphrases the prompt.
- Organization is unclear and ineffective.
- Essay shows serious imbalance; may not address one of the periods with any relevant policies or linkage to national identity.
- May have only one link between policies and national identity.
- May contain several errors that detract from the argument.

1–0 points

- There is no discernible attempt at a thesis.
- Essay shows no discernible organization.
- May be a narrative of the time periods, with no link to national identity.
- Lacks relevant links between policies and national identity.
- May contain numerous errors that detract from the argument.

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Question 4 (continued)

Question Analysis

The phrase “government policies” is intended to mean exactly that: decisions or actions taken by the French national government. The storming of the Bastille and the women’s march on Versailles are not examples of policies leading to national identity. The prompt describes the process as one-directional — government’s impact on national identity. Essays may discuss any of the governments during the Revolutionary period but need not discuss all the governments. For example, one essay may link the policies of Louis XVI in 1789 to inspiring a sense of national unity against the government, while another may link the National Assembly’s Declaration of the Rights of Man to a rising sense of citizenship and national unity.

The phrase “greater sense of French national identity” is intended to evoke the increasing likelihood of inhabitants of France thinking and acting as citizens of France rather than subjects of the monarchy or members of smaller groups (regional, corporate, civic identities, religious affiliations, etc.). Students might not have a sophisticated understanding of this concept, and few textbooks discuss it in depth. Essays that discuss emerging nationalism, national unity, feeling French (as opposed to feeling Catholic, for example), and other wording that clearly indicates that the student is linking government policies to a rising sense of identification with nation are all acceptable.

Examples of Linkages Between Policies and Identity

- Issuance of the Declaration of the Rights of Man establishes the government as the guarantor of individual rights and transforms inhabitants of France from subjects of the king to citizens of France.
- Abolition of Old Regime privileges changes people’s relationship to the state; it becomes more uniform.
- Wage and price controls (e.g., Le Chapelier Law, law of the maximum) establish government as the regulator of economy and protector of individuals’ economic interests.
- *Levee en masse* creates a citizen army and theoretically mobilizes all citizens into service of France. End of aristocratic monopoly in the military officer corps leads to promotion based on merit and broader participation in the higher ranks of a national army.
- Establishment of national festivals and the cult of the Supreme Being also promotes nationalism; government policies that weaken the independence of the Catholic Church (e.g., Civil Constitution of Clergy, closing of churches) weaken people’s attachment to a rival source of authority. Election of clergy also changes people’s relationship to the Church.
- “Rationalization” of administrative divisions (*départements*) weakens regional identities.
- Replacement of appointive offices with elective offices (mayor, departmental councils, judges, deputies, etc.) opens them to more citizens.
- Standardization of weights and measures (metric system) also weakens local identities.
- Napoleon’s promotion of state-run schools increases attachment to nation; teaching of standardized language breaks down local and regional identities.
- The Concordat of 1801 allows people to be both Catholic and French. Peasants in particular can now be loyal to the Church without challenging government authority.
- The Code Napoleon supersedes many local/regional laws and customs and reinforces national identity.
- French victories during the Revolutionary period and conquests under Napoleon encourage national pride; Revolutionary ideals give French people the sense that they have a mission to spread these ideals.
- Common enemies unite the French. Common enemies may be domestic (the Terror), foreign (the Coalitions, Britain, etc.), or both.

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Question 4 (continued)

1799–1815

- Coup of Brumaire; Napoleon centralizes power as first consul (lifetime first consul — 1802, emperor — 1804).
- 1801 The Concordat restores the Church.
- Civil Code (Napoleonic Code), meritocracy.
- Third Coalition 1805–1812 victories, European domination, more conscription.
- Continental System and naval war with Britain.
- Napoleon defeated, Bourbons restored.