

**Question 2, 3, or 4 (Long Essay)**

**Suggested writing time: 40 minutes**

**Directions:** Answer Question 2 or Question 3 or Question 4.

In your response you should do the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
  - Describe a broader historical context relevant to the prompt.
  - Support an argument in response to the prompt using specific and relevant examples of evidence.
  - Use historical reasoning (e.g., comparison, causation, continuity or change over time) to frame or structure an argument that addresses the prompt.
  - Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.
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2. Evaluate the most significant similarity between the French Revolution of 1789–1799 and the Revolutions of 1848.
  
  3. Evaluate the most significant difference between economic development in eastern Europe and economic development in western and central Europe in the 1800s.
  
  4. Evaluate the most significant similarity between the regimes of Nazi Germany and Soviet Russia in the interwar period.

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**Begin your response to this question at the top of a new page in the separate Free Response booklet and fill in the appropriate circle at the top of each page to indicate the question number.**

WHEN YOU FINISH WRITING, CHECK YOUR WORK ON SECTION II IF TIME PERMITS.

Reporting Category	Scoring Criteria	
<b>Row A</b> <b>Thesis/Claim</b>  <b>(0-1 points)</b>	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.
	Decision Rules and Scoring Notes	
	<b>Responses that do not earn this point:</b> <ul style="list-style-type: none"> <li>Are not historically defensible.</li> <li>Only restate or rephrase the prompt.</li> <li>Do not respond to the prompt.</li> <li>Do not establish a line of reasoning.</li> <li>Are overgeneralized.</li> </ul> <b>Examples that do not earn this point:</b>  <b>Provide a historically defensible claim, but do not establish a line of reasoning</b> <ul style="list-style-type: none"> <li><i>“The English Civil war was primarily a religious conflict.”</i></li> </ul> <b>Establish a line of reasoning, but do not provide a historically defensible claim</b> <ul style="list-style-type: none"> <li><i>“Puritans like Cromwell were the strongest opponents of the king.”</i></li> </ul>	<b>Responses that earn this point:</b> <ul style="list-style-type: none"> <li>The response must provide a historically defensible thesis or claim that establishes a position on whether the English Civil War was motivated primarily by religious or political reasons. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument.</li> </ul> <b>Examples that earn this point:</b>  <b>Establish a line of reasoning that evaluates the topic of the prompt</b> <ul style="list-style-type: none"> <li><i>“The English Civil war brought together groups opposing Charles’ political policies of ruling as an absolute monarch and his religious policies of dictating to the Church, so the motives were highly mixed.”</i></li> </ul> <b>Establish a line of reasoning that evaluates the topic of the prompt with analytic categories</b> <ul style="list-style-type: none"> <li><i>“The rebellion against King Charles was driven by religious concerns over the threat of Catholicism and the King’s attempts to suppress Puritanism.”</i></li> </ul> <b>Establish a line of reasoning</b> <ul style="list-style-type: none"> <li><i>“The leaders of the rebellion in the English Civil war were mostly interested in defending the powers of Parliament against the king and thus they were politically motivated.”</i> (Minimally acceptable thesis/claim)</li> </ul>
	<b>Additional Notes:</b> <ul style="list-style-type: none"> <li>The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs).</li> <li>The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period.</li> </ul>	

### Question 3: Long Essay Question, Economic Development East and West in 19th C.

6 points

#### General Scoring Notes

- Except where otherwise noted, each point of these rubrics is earned independently; for example, a student could earn a point for evidence without earning a point for thesis/claim.
- **Accuracy:** The components of these rubrics require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity:** Exam essays should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.

Evaluate the most significant difference between economic development in eastern Europe and economic development in western and central Europe in the 1800s.

Reporting Category	Scoring Criteria		
<b>Row C Evidence</b>  <b>(0-2 points)</b>	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Provides specific examples of evidence relevant to the <b>topic</b> of the prompt.	<b>2 points</b> Supports an <b>argument</b> in response to the prompt using specific and relevant examples of evidence.
<b>Decision Rules and Scoring Notes</b>			
	<b>Responses that do not earn points:</b> <ul style="list-style-type: none"> <li>Identify a single piece of evidence.</li> <li>Provide evidence that is not relevant to the topic of the prompt.</li> <li>Provide evidence that is outside the time period or region specified in the prompt.</li> <li>Repeat information that is specified in the prompt.</li> </ul>	<b>Responses that earn 1 point:</b> <ul style="list-style-type: none"> <li><u>Identify at least two specific historical examples</u> relevant to the topic of differences between economic development in eastern Europe and economic development in western and central Europe in the 1800s.</li> </ul>	<b>Responses that earn 2 points:</b> <ul style="list-style-type: none"> <li><u>Use at least two specific historical examples</u> to support an argument regarding the differences between economic development in eastern Europe and economic development in western and central Europe in the 1800s.</li> </ul>
	<b>Examples that do not earn points:</b> Provide evidence that is outside the time period <ul style="list-style-type: none"> <li><i>“The Bolshevik party started a revolution in Russia that would implement the economic ideas of Karl Marx.”</i></li> </ul>	<b>Examples of evidence that are specific and relevant include the following (two examples required):</b> <ul style="list-style-type: none"> <li>The abolition of serfdom in Russia</li> <li>The “Hungry ’40s”</li> <li>Spread of industrialization from Britain/“second” Industrial Revolution</li> <li>State sponsorship of industry</li> <li>Growth of railroads</li> <li>The Revolutions of 1848</li> <li>The Scramble for Africa / “New” imperialism</li> <li>Crimean War</li> <li>German unification</li> <li>Urbanization (growth in number and size of cities)</li> </ul> <b>Example of a statement that earns one point for evidence:</b> <ul style="list-style-type: none"> <li><i>“Among the economic reforms made by Russia during the 1800s was the abolition of serfdom in 1861.” [plus]</i></li> <li><i>“Starting in the 1840s, the French government actively promoted railway development, granting concessions and underwriting the financing.” [NOTE: it takes TWO specific examples to earn the point]</i></li> </ul>	<b>Examples that successfully support an argument with evidence:</b> <ul style="list-style-type: none"> <li><i>“The Crimean war was a wake-up call for Russia, because Russia’s defeat by England and France showed the advantages that the industrialized great powers of western Europe had over eastern Europe.”</i> (Functions as part of an argument that industrialization was a difference between the two regions)</li> <li><i>“Industrialization spread across Europe, starting in Britain and slowly moving east. Prussia quickly sponsored industrial development for military and political reasons, but other states were slower to react, either because of a lack of resources or for fear of social disruptions that industrialization might cause.”</i> (Presents a topic sentence making a general statement about the spread of Industry followed by a specific example)</li> <li><i>“With new military technologies and the advantage of easy access to ocean ports, western European states were able to carve out empires in Africa and Asia, such as the British Raj or French West Africa, that gave them significant access to natural resources for industrial use and markets that eastern Europe lacked.”</i> (Presents an argument about geographical and technological advantages and provides specific supporting details)</li> </ul>
<b>Additional Notes:</b> <ul style="list-style-type: none"> <li>Typically, statements credited as evidence will be more specific than statements credited as contextualization.</li> <li>If a response has a multipart argument, then it can meet the threshold of two pieces of evidence by giving one example for one part of the argument and another example for a different part of the argument, but the total number of examples must still be at least two.</li> </ul>			

AP® European History 2022 Scoring Guidelines

		<ul style="list-style-type: none"><li>• Developing an additional discussion and then elaborating on the implications of the economic development in the western regions of the German and Habsburg empires being similar to that in Britain and France, while economic conditions in these empires' eastern regions had more in common with those in the Russian empire. (Explains nuance, especially vis-a-vis the prompt)</li></ul>
<b>Additional Notes:</b> <ul style="list-style-type: none"><li>• This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.</li></ul>		

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	<b>Decision Rules and Scoring Notes</b>		
	<b>Responses that do not earn points:</b> <ul style="list-style-type: none"> <li>Identify a single piece of evidence.</li> <li>Provide evidence that is not relevant to the topic of the prompt.</li> <li>Provide evidence that is outside the time period or region specified in the prompt.</li> <li>Repeat information that is specified in the prompt.</li> </ul>	<b>Responses that earn 1 point:</b> <ul style="list-style-type: none"> <li>Identify at least two specific historical examples relevant to the topic of similarity between the regimes of Nazi Germany and Soviet Russia in the interwar period.</li> </ul> <b>Examples of evidence that are specific and relevant include the following (two examples required):</b> <ul style="list-style-type: none"> <li>The creation of gulags/concentration camps</li> <li>Scapegoating</li> <li>The Nuremberg laws</li> <li>Stalin's purges</li> <li>New Economic Policy</li> <li>Gestapo/Secret police</li> <li>State-sponsored industrialization/Five-Year Plan</li> <li>Collectivization</li> <li>Propaganda campaigns/agitprop</li> <li>Nazi-Soviet nonaggression pact</li> <li>Rearmament/military expansion</li> </ul>	<b>Responses that earn 2 points:</b> <ul style="list-style-type: none"> <li>Use at least two specific historical examples to support an argument regarding the similarity between the regimes of Nazi Germany and Soviet Russia in the interwar period.</li> </ul>
	<b>Examples that do not earn points:</b> <b>Provide evidence that is outside the time period</b> <ul style="list-style-type: none"> <li><i>"The Nazi invasion of the Soviet Union led to a massive loss of lives in Russia, as the Nazis implemented an extermination plan on much of the Russian population."</i></li> </ul>	<b>Example of a statement that earns one point for evidence:</b> <ul style="list-style-type: none"> <li><i>"Stalin undertook a series of purges in the late 1930s that targeted supposed enemies of the state, killing or exiling to Siberia hundreds of thousands and possibly over a million Soviet citizens."</i></li> <li><i>"Both regimes produced propaganda that featured their leaders to be associated with god-like imagery and as saviors of their people."</i></li> </ul>	<b>Examples that successfully support an argument with evidence:</b> <ul style="list-style-type: none"> <li><i>"The Soviet gulags and Nazi concentration camps had similar goals - getting rid of undesirables with some plausible deniability of what was happening to them."</i> (Functions as part of an argument that persecution of political opponents was a similarity between the two regimes)</li> <li><i>"Propaganda films, such as agitprop produced for the Soviets and films made for the Nazis like Triumph of the Will both served the purpose of creating an idealized view of the governments and their leaders."</i> (Presents a general argument about propaganda backed by specific examples of the use of propaganda)</li> <li><i>"Both regimes had utopian ideas - the Soviets wanted a worldwide communist state, while Hitler dreamed of a racially pure, Aryan world."</i> (Presents an argument about utopianism with detail as to the competing ideas)</li> </ul>
	<b>Additional Notes:</b> <ul style="list-style-type: none"> <li>Typically, statements credited as evidence will be more specific than statements credited as contextualization.</li> <li>If a response has a multipart argument, then it can meet the threshold of two pieces of evidence by giving one example for one part of the argument and another example for a different part of the argument, but the total number of examples must still be at least two.</li> </ul>		