

## **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.

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## **Question 2**

Analyze various ways in which technological developments contributed to the expansion of state power in the period 1450 to 1600.

### **9–8 points**

- Thesis explicitly explains various ways in which technological developments contributed to the expansion of state power. Thesis may appear in conclusion.
- Organization is clear, consistently followed, and effective in providing one or more well-developed causal linkages to increased state power.
- Essay is well balanced, discussing both technological developments and expansion of state power, though it may offer less discussion of one or the other.
- Provides evidence of two or more technological innovations in detail.
- May contain errors in fact or chronology that do not detract from the argument.

### **7–6 points**

- Thesis explains various ways in which technological developments contributed to the expansion of state power. Causal linkage is present but may be less evident.
- Organization is clear and effective but may be less consistent by providing one or more developed linkages to increased state power.
- Essay is relatively balanced, discussing both technological developments and expansion of state power, though discussion of one or the other may be clearly less developed.
- Provides evidence of two or more technological innovations.
- May contain an error in fact or chronology that detracts from the argument.

### **5–4 points**

- Thesis attempts to explain various ways in which technological developments contributed to the expansion of state power, but the explanation may be vague or confused.
- Organization is clear but may only partly provide causal linkage to increased state power.
- Essay may be imbalanced, focusing on technological developments and making only general reference to growing state power or vice versa.
- Provides evidence of at least one technological innovation.
- May contain a few errors in fact or chronology that detract from the argument.

### **3–2 points**

- Thesis may restate the prompt or offer little or no explanation of various ways in which technological developments contributed to the expansion of state power.
- Organization may be apparent but offers no causal linkage to increased state power.
- Essay may show serious imbalance, with parts of the prompt neglected or misconstrued.
- May offer some evidence of technological innovation.
- May contain several errors in fact or chronology that detract from the argument.

### **1–0 points**

- Thesis may be absent or repeat the prompt.
- Organization may be coincidental, with no causal linkage to increased state power.
- Essay may show gross imbalance, ignoring parts of the prompt.
- May offer little, ineffectual, or irrelevant evidence of technological innovation.
- May contain numerous errors in fact or chronology that detract from the argument.

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## Question 2 (continued)

### The Question

- Requires students to explain **how** technological developments helped increase state power.
- These developments and increase of powers must generally take place between 1450 and 1600.
- Plurality of first part of the prompt requires students to discuss two or more examples of innovation.
- Expansion of state power is singular and nonspecific; may be discussed by state or by phenomenon.

### Clarification

- *Technological developments* can mean invention (e.g., movable-type print) and innovation (e.g., cartography). Compass and gunpowder are acceptable. Nontechnological developments (banking, double bookkeeping, etc.) should not be credited. Innovation must relate to rise in state power.
- Examples of innovation may come from the same field (e.g., caravel and lateen sail as part of discussion on ships) or different fields.
- Time frame may include bordering innovations (e.g., cannons 1380, telescope 1608). However, references to (early) Middle Ages and the Enlightenment are clearly out-of-bounds.

### The Essay

- **Thesis** must link technical innovation to expanding state power (i.e., how).
- **Organization** must show causal linkage between innovation and state power, either through one well-developed connection or through multiple connections.
- **Balance** must be shown through discussion of both innovation and state power. Some essays may be more focused on innovation than on state power. Such imbalance is acceptable as long as it is not too severe.
- **Evidence** must support at least two innovations.

### Clarification

- Strong essays have explicit theses. Medium essays may imply linkage to state power or deem such a connection obvious. Weak essays state but seldom link innovation to state power.
- Strong essays explicitly state how/why the discussed innovation contributed to the rise of state power. Medium essays may describe this in less evident or partial terms. Weak essays often fail to address state power beyond paraphrasing the prompt.
- Strong essays display sophistication in balancing the prompt, through either an extended discussion or greater variety of examples. Medium essays often discuss two to three examples in less sophisticated terms. Weak essays often lack balance, ignoring or misconstruing state power.
- Strong essays often distinguish themselves through well-chosen evidence. Medium essays may also display mastery of fact, though of limited time or nature. Weak essays may offer generalizations in lieu of evidence.

### Scoring

- Students have a limited time to complete the essay at the end of a long exam. Essays do not need to be exhaustive to earn high scores. On the other hand, they must show evidentiary intent: a lucky fact or evidence out of period/context does not raise an essay. Key is how well the essay engages the entire prompt.

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## Question 2 (continued)

- Essays must respond to the prompt in the thesis (how). This may be explicit (strong essays) or implied/less evident (medium essays). Theses that repeat the prompt or have no linkage despite rich narratives in the body paragraphs earn low scores
- Explicit (i.e., furthering the argument) discussion of incorrect or out-of-period information constitutes a serious error. Extraneous information not contributing to the argument may be ignored. Misstatements in context due to speed or fatigue (typewriter instead of movable type) should not detract. Persistent misstatements throughout the essay do constitute an error.

**Historical Background** (based on Eugene Rice, *The Foundation of Early Modern Europe, 1460–1559*. New York: Norton 1970)

During the feudal monarchies of the Late Middle Ages, the king was weak and his vassals powerful. This landed military aristocracy held private hereditary rights to wage war, to tax, and to administer and enforce the law — rights normally attributed to the sovereign state. However, the period 1450–1600 marked a significant stage of transition in which the royals of Europe consolidated their power and their holdings with various degrees of success. By the end of the 16th century, the king's officers had mostly displaced vassals as local governors, while a professional mercenary force lessened the latter's role in war. Exploration in turn expanded empire and contributed to the treasury. By 1559 states were more sovereign than feudal.

Technological innovations contributed significantly to this expansion of state power. The application of gunpowder as the propellant for cannon balls quickly breached the stone walls of cities and castles, while arquebusiers and musketeers in concert with pikemen decimated the mailed knight chevaliers on the battle field. The invention of movable-type printing and paper allowed for quick dissemination of royal decrees and odes of royal greatness, as well as extending the royal reach for censorship of adversarial or protestant writings. The printed book allowed the scholars of Europe to cooperatively question the long-held conventions of the Church, and for Lutheranism to spread like wildfire. Innovations in ship design, ship armament, and navigation turned Portugal and Spain into seafaring empires, in which bounty financed further state usurpation of power.

## Examples of People

- Warfare**
  - Mehmed II (ruled 1451–1481) breached the walls of Constantinople.
  - Charles VII completed 60 castle sieges in one year.
  - General Fernando de Avalos (1489–1525) perfected the modern infantry.
  - Philip II (ruled 1554–1598) sent the Armada to sail against Elizabeth I (ruled 1558–1603) in 1588.
- Printing:** Printing with movable type was perfected by Johan Gutenberg (1395–1468), Johann Fust (1400–1465), and Peter Schöffer (1425–1502), among others.
- Science**
  - Nicolaus Copernicus (1473–1543) published *On the Revolutions of Celestial Spheres* in 1543.
  - Leonardo da Vinci (1452–1519) was the greatest of Italian artist-engineers.
  - Agricola, also known as Georg Bauer (1490–1555), wrote the textbook on mining and metallurgy *De re Metallica* (1556).
- Exploration**
  - Prince Henry the Navigator (1394–1460) sponsored exploration for sea routes to India and to combat Muslim infidels.
  - King John II (ruled 1481–1495) was an avid expansionist.