

## 2018 AP<sup>®</sup> EUROPEAN HISTORY FREE-RESPONSE QUESTIONS

### 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.
2. Evaluate the extent to which Europe's interactions with its overseas colonies in the period 1500 to 1650 differed from its interactions with its overseas colonies in the period 1815 to 1914.
  3. Evaluate the extent to which the political consequences of Britain's Glorious Revolution differed from the political consequences of the French Revolution.
  4. Evaluate the extent to which Europe's political relationship with the United States in the period 1918 to 1939 differed from Europe's political relationship with the United States in the period 1945 to 1989.

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

**STOP**

**END OF EXAM**

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## 2018 SCORING GUIDELINES

### Question 2 — Long Essay Question

“Evaluate the extent to which Europe’s interactions with its overseas colonies in the period 1500 to 1650 differed from its interactions with its overseas colonies in the period 1815 to 1914.”

Maximum Possible Points: 6

Points	Rubric	Notes
<b>A: Thesis/Claim</b> (0–1)	<p><b>Thesis/Claim:</b> Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning. (1 point)</p> <p><i>To earn this point the thesis must make a claim that responds to the prompt, rather than merely restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.</i></p>	<p>The thesis statement must make a historically defensible claim about the extent to which Europe’s interactions with its overseas colonies in the period 1500 to 1650 differed from its interactions with its overseas colonies in the period 1815–1914, with some indication of the reasoning for making that claim.</p> <ul style="list-style-type: none"> <li>“While early colonialism from 1500–1650 was similar in its exploitation of the Natives and sudden obsession with newly found goods to its counterpart in 1815–1914 it differed in the grounds of how European people immersed themselves in the colonies’ culture.”</li> <li>“Europe’s interactions with its overseas colonies did not differ extremely from the period 1500 to 1650 and the period 1815 to 1914. On a broad level we see imperialism evident as many European countries had colonies overseas that they economically and culturally changed for their own benefit. This is consistent throughout all eras of imperialism.”</li> </ul>
<b>B: Contextualization</b> (0–1)	<p><b>Contextualization:</b> Describes a broader historical context relevant to the prompt. (1 point)</p> <p><i>To earn this point the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or a reference.</i></p>	<p>To earn this point the essay must accurately describe a context relevant to differences in European interactions with overseas colonies between the period 1500 to 1650 and the period 1815 to 1914.</p> <p><i>Examples of context might include the following, with appropriate elaboration:</i></p> <ul style="list-style-type: none"> <li>Voyages of exploration</li> <li>American Revolution</li> <li>Industrial Revolution</li> <li>Decolonization</li> </ul>

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## 2018 SCORING GUIDELINES

### Question 2 — Long Essay Question (continued)

<p style="text-align: center;"><b>C: Evidence</b> (0–2)</p>	<p><b>Evidence:</b> Provides specific examples of evidence relevant to the <b>topic</b> of the prompt. (1 point)</p> <p><b>OR</b></p> <p><b>Supports an Argument:</b> Supports an <b>argument</b> in response to the prompt using specific and relevant examples of evidence. (2 points)</p>	<p><i>To earn the first point the response must identify specific historical examples of evidence relevant to European interaction with overseas colonies in the period 1500 to 1650 and/or the period 1815 to 1914.</i></p> <p><b>OR</b></p> <p><i>To earn the second point the response must use specific historical evidence to support an argument in response to the prompt.</i></p> <p><i>Evidence used might include:</i></p> <ul style="list-style-type: none"> <li>• Jesuit missions</li> <li>• Spanish conquistadores</li> <li>• The Scramble for Africa</li> <li>• Social Darwinism/White Man’s Burden</li> </ul>
<p style="text-align: center;"><b>D: Analysis and Reasoning</b> (0–2)</p>	<p><b>Historical Reasoning:</b> Uses historical reasoning (e.g., comparison, causation, continuity, and change over time) to frame or structure an argument that addresses the prompt. (1 point)</p> <p><i>To earn the first point the response must demonstrate the use of historical reasoning to frame or structure an argument about the extent to which Europe’s interaction with overseas colonies differed, although the reasoning might be uneven, imbalanced, or inconsistent.</i></p> <p><b>OR</b></p> <p><b>Complexity:</b> Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the prompt. (2 points)</p> <p><i>To earn the second point the response must demonstrate a complex understanding of differences in European interactions with overseas colonies between the period 1500 to 1650 and the period 1815 to 1914.</i></p>	<p><i>Examples of using historical reasoning might include:</i></p> <ul style="list-style-type: none"> <li>• The change from Spain and Portugal as dominant colonial powers to England, the Netherlands, and France</li> <li>• The changes in settlement patterns in overseas colonies</li> <li>• The differing forms of state and local resistance to European rule</li> <li>• The changing ideological rationales for overseas expansion</li> </ul> <p><b>OR</b></p> <p><i>Demonstrating complex understanding might include:</i></p> <ul style="list-style-type: none"> <li>• Analyzing the nuance of an issue by explaining significant changes in colonial interactions while also acknowledging ways in which those interactions remained consistent with earlier patterns</li> <li>• Explaining changes over time in different European countries’ relations with overseas colonies</li> <li>• Explaining relevant and insightful connections within and across the periods 1500–1650 and 1815–1914</li> <li>• Confirming the validity of an argument by corroborating multiple perspectives across themes</li> <li>• Qualifying or modifying an argument by considering evidence that supports an alternate position</li> </ul> <p><i>This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.</i></p>
<p style="text-align: center;"><b>If response is completely blank, enter - - for all four score categories: A, B, C, and D.</b></p>		

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## 2018 SCORING GUIDELINES

### Question 2 — Long Essay Question (continued)

#### Scoring Notes

Introductory 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, responses 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 responses 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.

**Note: Student samples are quoted verbatim and may contain grammatical errors.**

#### A. Thesis/Claim (0–1 point)

Responses earn **1** point by responding to the prompt with a historically defensible thesis or claim about the extent to which European interactions with overseas colonies differed between the period 1500 to 1650 and the period 1815 to 1914.

Responses earn **1** point by responding to the prompt with a historically defensible thesis that establishes a line of reasoning about the topic. To earn this point the thesis must make a claim that responds to the prompt rather than simply restating or rephrasing the prompt. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.

The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.

The thesis is not required to encompass the entire period, but must identify a relevant development or developments in the period.

#### Examples of acceptable theses:

- “In search of new trade routes, Europe took advantage of the “new lands” they discovered in the 1500s and 1600s (The Americas) and colonialism, gradually over time evolved into a much more grandiose and physically expansive form of colonialism: imperialism. As colonialism evolved into imperialism over time, the approach toward economics, the extent of expansion and understandings of decolonization changed as well. Thus, Europe’s interaction with overseas colonies in the 16<sup>th</sup> and 17<sup>th</sup> centuries is more different in the approach to colonialism compared to that of European interaction in the 19<sup>th</sup> and 20<sup>th</sup> centuries.” (*The response makes a historically defensible claim that addresses the extent of change and indicates the reasoning for that claim.*)
- “Europe’s interactions with oversea [sic] colonies in the period 1500 to 1650 differed from the period 1815 to 1914 because of the economic status, resources, and even religion and social standpoint.” (*This minimally acceptable thesis makes a historically defensible claim and indicates the reasoning for making that claim.*)

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### Question 2 — Long Essay Question (continued)

- “Since the main motive for overseas expansion was economic gain, eras 1500-1650 and 1815-1914 have great similarities regarding the extent of European interaction.” (*This minimally acceptable thesis that makes a historically defensible claim and indicates the reasoning for making that claim.*)

#### Examples of unacceptable theses:

- “In evaluating the differences between the first and second wave of imperialism, it becomes clear that there are certain broad similarities as well as key differences in Europe’s relationship with its colonies during these times, contributing to waves which were broadly similar and yet very different.” (*While the response offers a historically defensible claim, it offers no indication of a specific line of reasoning. If this statement was immediately followed or preceded by another sentence suggesting a valid reason for taking this position, then it would earn the point.*)
- “Europe took to imperialism starting the 1500s. They began to colonize many countries, especially in Africa & take what they could give. It took a transition once entering 1815, as while they used to just take & take from their colonies, they began to change that aspect & not have as too much involvement in their colonies as they used to.” (*The statement is not historically defensible.*)
- “Over time Europe’s relation with its overseas colonies has changed dramatically. Colonies go from completely dependent to independent nation-states. Money-seeking Spaniards quickly turned into colony founders building industrialized cities.” (*The statement is chronologically incorrect, and therefore not defensible.*)
- “In the two time periods from 1500 to 1650 and 1815 to 1914, Europe’s interactions differed with its overseas colonies. One way it differed is socially. Another way it differed is economically. Lastly, it differed in terms of militarily.” (*While the response offers a historically defensible claim, the categories for reasoning are generic and unsupported.*)

#### B. Contextualization (0–1 point)

Responses earn **1** point by describing a broader historical context relevant to the prompt. To earn this point the response must relate the topic of the prompt to broader historical events, developments, or processes that occurred before, during, or continued after the time frame circa 1500–1650 and/or 1815–1914. This point is not awarded for merely a phrase or a reference.

To earn the point the response must accurately describe a context relevant to differences in European interactions with overseas colonies between the period from 1500 to 1650 and the period from 1815 to 1914.

#### Examples might include the following, with appropriate elaboration:

- The voyages of exploration by Columbus and da Gama
- The American Revolution
- The Industrial Revolution
- Decolonization

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### Question 2 — Long Essay Question (continued)

#### Examples of acceptable contextualization:

- “Advances in cartography and shipmaking such as the stern-post rudder, lanteen [sic] sail and magnetic compass allowed for European ships to trade with foreign lands and to begin to create the first global economy.”
- “From 1650-1815 many of Europe’s colonies had become independent like the United States, parts of South America, and Mexico. Slowly but surely Europe lost it’s [sic] colonies in the Americas. By late 1800’s and early 1900’s European countries were colonizing Africa, India, and parts of Asia.”
- “After the Second World War, the nations of the oppressed [sic] countries in Africa and Asia finally had the chance to decolonize due to Europe having to focus on rebuilding and leaving much of its power to hold on to the colonies lost. The decolonization movement finally ended the European nations’ power.”

#### Examples of unacceptable contextualization:

- “As Enlightenment ideals began to seep into these colonies the natives [sic] populations sometimes tried to resist. But these rebellions were quickly shut down by powerful and growing European militaries.”  
*(The response vaguely references the Enlightenment and does not provide linkage between Enlightenment ideals and the rebellions.)*
- “It might be argued that because of early colonization practices, minority groups are still treated with disdain by white majority today. But it can definitely be argued that without colonization, our world would not have grown largely as big.”  
*(The response vaguely references modern-day racism with insufficient elaboration.)*

### C. Evidence (0–2 points)

#### Evidence

Responses earn **1** point by providing at least two specific examples of evidence relevant to the **topic** of the prompt. Responses can earn this point without earning the point for a thesis statement. To earn this point the response must identify specific historical examples of evidence relevant to the topic of the extent to which European interactions with overseas colonies differed between the period 1500–1650 and the period 1815–1914. These examples of evidence must be different from the information used to earn the point for contextualization.

Typically, statements credited as **contextualization** will be more general statements that place an argument or a significant portion of it in a broader context. Statements credited as **evidence** will typically be more specific information.

#### Examples of evidence used might include the following:

- The establishment of Portuguese trading posts and forts in the Indian Ocean
- The Spanish conquest of the Aztecs and Incas
- The Columbian Exchange
- Mercantilist vs. free-trade policies
- The growth of overseas migration from Europe

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### Question 2 — Long Essay Question (continued)

- The Scramble for Africa
- The establishment of joint-stock companies chartered by the state, such as the Dutch and British East India Companies

#### Examples of evidence relevant to the topic:

- “Britain sent families to colonize the Americas, while France sent fur traders, and Spain sent conquistadors.”
- “The concept of Social Darwinism and the duty of the white man to civilize the unfit races of the world seen in Rudyard Kipling’s “White Man’s Burden” was also a major factor in European imperialism circa the years 1815-1914.”
- “The Berlin Conference organized by Otto von Bismarck shows the scramble for European nations to obtain valuable raw material [*sic*] in Africa.”

OR

#### Supports an Argument

Responses earn **2** points if they support an **argument** in response to the prompt using specific and relevant examples of evidence. To earn the second point the response must use specific historical evidence to support an argument regarding the extent to which European interactions with overseas colonies differed between the period 1500–1650 and the period 1815–1914.

#### Examples of successfully supporting an argument with evidence:

- “The 1815-1914 period, however, was mostly where European nations contested by squeezing money out of Africa and Asia to further their own agendas. African nations were arbitrarily cut with no regard to the indigenous populations in order to have a fast and easy way to make money for their European overlords. India was mostly controlled by Great Britain, and China was split by Britain, France, and others. The Africans made money for Europe by selling slaves, doing manual labor such as mining or farming on plantations. Other African “colonies” were extorted every month. India was a cotton manufacturing machine. China, Arabia, and the East Indies were all made into trade intensive places with China being controlled by Britain’s opium shipments. During this period, the missionaries sent to the colonies were few in number, so religion did not really take hold in Africa and Asia. The European nations spent the period 1815-1914 vying for power in the money it could make from their colonies.”  
(*The response uses specific pieces of evidence in accurate support of an argument that addresses the prompt.*)

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### Question 2 — Long Essay Question (continued)

- “In the period from 1815 to 1914 colonies were primarily governed by trading companies or puppet government. The British Raj is a prime example of this type of rule. The British Raj was run by the British East India Trading company. The company established a puppet government of officials elected from India itself to run the country provided that they answer to the East India Company which answered to the British government.” *(The response uses specific pieces of evidence in accurate support of an argument that addresses the prompt.)*

#### D. Analysis and Reasoning (0–2 points)

##### Historical Reasoning

Responses earn **1** point by using historical reasoning to frame or structure an argument that addresses similarity and/or difference by making an argument for the extent to which European interactions with overseas colonies differed between the period 1500–1650 and the period 1815–1914. To earn this point the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven, imbalanced, or inconsistent.

##### Examples of explaining the historical relationship might include:

- Explaining the differences between the two by comparing the economic motivations in each period
- Explaining the changing nature of European imperialism by discussing the changing role of religion
- Explaining the changing scale of European imperialism in expanding from trading posts in Asia and Africa in the early period to large-scale empires and colonies in the later period

##### Examples of using historical reasoning:

- “Old Imperialism was all about creating new world colonies and sending people there to live and also control useful resources ... New Imperialism focused on behind the scenes control. Examples of this are Belgian Congo where the population stayed mostly natives, but Belgium used it for resources.” *(The response establishes a structure for analyzing differences between both periods.)*
- “Lastly, another difference is how the Europeans affected the colonies. In 1500-1650, the Europeans brought diseases to the colonies and wiped out entire tribes of indigenous people. However in 1815-1914, they came with the idea of the “White Man’s Burden” and sought to improve the lives of the people in the colonies. They converted them and provided them with a civilization unlike anything they were used to.” *(The response makes a direct contrast between both periods.)*

**OR**

##### Complexity

Responses earn **2** points by demonstrating a complex understanding of the differences in European colonial relationships during the two periods through using evidence to corroborate, qualify, or modify an argument that addresses the question.



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### Question 2 — Long Essay Question (continued)

#### Demonstrating a complex understanding might include:

- Explaining the nuance of an issue by analyzing changes in European interactions with overseas colonies while noting the continuities in those interactions
- Explaining similarities and differences between colonial interactions of different European nations
- Explaining significant continuities in European interactions while also acknowledging the changing nature of those interactions by the end of the 19<sup>th</sup> century
- Qualifying or modifying an argument by considering evidence that supports an alternate position from the position established in the thesis

#### Examples of complexity:

- “In both of the periods, need for raw materials and luxury goods prompted colonization. During the first period, there was a growing demand for luxury goods, that sometimes colonies could only provide. Europeans became dependent on coffee & sugar, which were grown on plantations in colonies. Colonies in Asia could also provide silks & expensive spices to the high society of Europe. Every European country was motivated by this because it opened the door on endless economic opportunities & gains. During the second period, colonization was driven by the high demand of raw materials during the first & Second Industrial revolutions. For examples, the invention of cars during the 2<sup>nd</sup> Industrial Revolution led to the need for rubber, which was supplied by King Leopold of Belgium’s horrible crimes in his personal Congo “free” state. This inspired colonization for the same reason as the luxury goods as the first period did. The growing market economy needed supplies & whichever government provided these supplies would benefit immensely.  
Europe’s interactions with colonies differed between the two periods because the first was mainly about glory and labor, while the second was more concerned with trade & racial superiority. The main goals of the first period was state glory, which many states found through discovering of new lands & peoples. For example, Henry the Navigator brought glory to Portugal with his fundings of expeditions up and down the coast of Africa.”  
*(The response analyzes both similarities and differences with substantial evidence throughout.)*
- “In 1500 to 1650, one of the main interactions of Europeans in the Americas with their colonies was to spread Christianity. This has many examples, the Spanish being one of them. As this was around the time of the Spanish Inquisition, Spanish conquistadors converted natives of the empires and tribes they conquered. One example of this is the conversion of the Aztecs to Christianity. When Hernán Cortés conquered the Aztecs, conversions of their people began almost immediately. The same occurred in its capital in South America with Pizarro’s defeat of the Inca. This process also occurred in British colonial holdings, many of which sought to convert natives and slaves that were not killed. The policies of European powers with their colonies in 1850 to 1914 changed significantly. Instead of directly seeking to spread Christianity, this being done by individual missionaries, European states sought to consolidate their control of African and Asian territories and left conversion to the Church. One example of this is British India, in which Hindus and Muslims remained the majority despite

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### Question 2 — Long Essay Question (continued)

British rule. Britain was more concerned with preserving its political and economic power, as shown by the Sepoy Rebellion of the 1850s which caused the British government to take direct control of India from the British East India Company. Another example of this is King Leopold's Congo. King Leopold of Belgium privately owned the Congo in Africa, and it was only transferred to Belgium later. As its owner he did not seek to spread Christianity, but instead he used the labor of the Congolese to extract resources and enrich himself. While Europeans originally placed importance on faith in interactions with their colonies, they eventually came to place more importance on the economic and political gains they could make in colonizing."

- Nuance: The response contains multiple variables in analyzing differences, including Spanish and British colonialism in the early period and British and Belgian imperialism in the later period. The response does not merely describe the variables but rather analyzes why various imperial nations interacted with indigenous peoples.

*(Explains the nuance of an issue analyzing the way multiple imperial powers chose to deal with religion in the colonies)*

- Insightful connections across periods: The response analyzes how the Spanish and British sought to Christianize indigenous peoples in the early period but allowed them to maintain their own religion in the later period.

*(Contrasts the way that imperial powers dealt with religion in the colonies between the two periods)*