

2017 AP[®] EUROPEAN HISTORY FREE-RESPONSE QUESTIONS

Question 2 or Question 3

Suggested writing time: 35 minutes

Directions: Choose EITHER question 2 or question 3.

In your response you should do the following.

- **Thesis:** Present a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.
 - **Application of Historical Thinking Skills:** Develop and support an argument that applies historical thinking skills as directed by the question.
 - **Supporting the Argument with Evidence:** Utilize specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument.
 - **Synthesis:** Extend the argument by explaining the connections between the argument and ONE of the following.
 - A development in a different historical period, situation, era, or geographical area.
 - A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history).
 - A different discipline or field of inquiry (such as economics, government and politics, art history, or anthropology).
2. Describe and explain a significant similarity and a significant difference between the ways European states waged war in the period circa 1500–1648 and in the period circa 1750–1871. (*Historical thinking skill: Comparison*)
3. Describe and explain a significant similarity and a significant difference between European governments' role in the economy in the period circa 1650–1750 and in the period circa 1850–1950. (*Historical thinking skill: Comparison*)

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

STOP

END OF EXAM

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Question 3

Maximum Possible Points: 6

“Describe and explain a significant similarity and a significant difference between European governments’ role in the economy in the period circa 1650–1750 and in the period circa 1850–1950.” (*Historical thinking skill: Comparison*)

Please note:

- Each point of the rubric is earned independently, e.g., a student could earn the point for synthesis without earning the point for thesis.
- Unique evidence from the student response is required to earn each point, e.g., evidence in the student response that qualifies for one of the other targeted skill points, could not be used to earn the point for thesis.

| Points | Scoring Criteria | Notes |
|---|---|---|
| A: Thesis 0-1 | Thesis: Presents a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion. (1 point) | <ul style="list-style-type: none"> • Thesis statement can set out the analytic CATEGORIES of similarities and differences. • Thesis statement must have some explanatory element. • Thesis statement does NOT have to list multiple similarities and differences. • Thesis statement does NOT have to mention specific states. |
| B: Argument Development: Using the Historical Thinking Skill 0-2 | Argument Development — Describes: Describes a historical similarity AND a difference. (1 point) | <ul style="list-style-type: none"> • Responses earn one point by <u>describing</u> at least one relevant example of similarity and one example of difference in European governments’ role in the economy in the period circa 1650–1750 and in the period circa 1850–1950. |
| | Argument Development — Explains: Explains the reasons for a historical similarity AND a difference. (1 point) | <ul style="list-style-type: none"> • Responses can earn the point here by <u>explaining</u> the reasons for at least one relevant example of similarity and one example of difference in European governments’ role in the economy in the period circa 1650–1750 and in the period circa 1850–1950 and linking them back to a relevant argument. (<i>Can be earned independently from the Thesis point.</i>) |

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Question 3 (continued)

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| C: Argument Development: Using Evidence 0-2 | <p>Using Evidence — Examples: Addresses the topic of the question with specific examples of relevant evidence. (1 point)</p> | <ul style="list-style-type: none"> Responses can earn one point by <i>addressing</i> the topic of the question by referring to at least TWO specific examples or pieces of relevant evidence. Essays can earn this point without having a stated thesis or a relevant argument. <i>Possible examples:</i> Mercantilism, Industrialization, Laissez-faire, Welfare state. |
| | <p>Using Evidence — Effective Substantiation: Utilizes specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument. (1 point)</p> | <ul style="list-style-type: none"> Fully and effectively substantiating the thesis goes beyond merely providing examples. This point is earned by clearly and consistently linking significant evidence to a relevant argument and showing how the evidence demonstrates similarity and difference in European governments' role in the economy. |
| D: Synthesis 0-1 | <p>Synthesis: Extends the argument by explaining the connection between the argument and either a development in a different historical period or geographical area a course theme and/or approach that is not the focus of the essay or a different discipline. (1 point)</p> | <ul style="list-style-type: none"> (Period) Responses can extend their argument by offering a significant, substantiated, and relevant comparison between the periods of 1650–1750 and 1850–1950 and developments in other times or places, such as after 1950. (Theme) Responses can extend their argument by appropriately connecting a comparison between the periods of 1650–1750 and 1850–1950 to course themes and/or approaches to history that are not the main focus of the question. Responses for this question could earn a point for this type of synthesis for using a theme or approach that is not political or economic history, for example, cultural or social history. (Discipline) Responses can extend their argument by appropriately connecting their argument to a different discipline, such as psychology or sociology, to extend a comparison of governments' role in the economy in the two periods. |

If response is completely blank, enter - - for all four score categories A, B, C, and D.

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Question 3 (continued)

Examples of Student Responses by Scoring Criteria

A. Thesis (1 point)

Responses earn 1 point by presenting a thesis that makes a historically defensible claim that responds to all parts of the question. For the purposes of earning the thesis point, the thesis statement does not need to both describe and explain a similarity and a difference in European governments' role in the economy, but should offer a brief statement of the argument that will be developed in the body of the essay. While the thesis does not need to be a single sentence, it does need to be discrete, meaning it cannot be pieced together from across multiple places within the essay. It can be located in either the introduction or the conclusion, but not split between the two.

Examples of acceptable theses:

- “For the governments in 1650–1750 and 1850–1950, their role in each respective economy was both similar and different. They were similar in that they both wanted colonies as a way to obtain natural resources, expand their influence, and gain revenue from trade. They were different in their economic systems, with mercantilism being popular in the 1650s and laissez faire dominating in the 1850s.” (*Goes beyond the prompt, begins to develop arguments, responds to all parts of the question.*)
- “Between the years of 1650 to 1750 and the years of 1850 to 1950, European governments played a role in the economy due to their practices of colonialism and imperialism to some degree. However, government role in the economy differed between these periods due to an increased use of capitalism and laissez faire practices in the economic sphere.” (*Historically defensible stance, fully addresses the prompt.*)
- “Throughout history governments have changed their role in the economy. 1650–1750 and 1850–1950 were similar in that the government still requires taxes and controls some distribution of wealth. They were different, though, in how they managed the social classes and what the government owned.” (*Responds to all parts of the question, historically defensible stance.*)

Examples of unacceptable theses:

- “The government in Europe played both a major role but also did not in economics. The government in 1650–1750 played a major role, but in 1850–1950 the government was different from the other era and didn’t play a major role. Also, how the economies in the world wars were connected to their governments.” (*Merely restates prompt, no explanatory element.*)
- “Europeans’ economy during the 17th century and 18th century was growing in money, while in the late 19th century and 20th century Europe was in debt, but both eras had economic growth with gaining of resources.” (*Too general and simplistic, not historically defensible.*)
- “European governments throughout history have had different levels of influence and role on the economy, depending on the type of government and economic plan.” (*Does not address all parts of the question.*)

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Question 3 (continued)

B. Argument Development: Using The Targeted Historical Thinking Skill (2 points)

a) Argument Development — Describes (1 point)

Responses earn 1 point by describing at least one relevant example of similarity and one example of difference in European governments' role in the economy in the period circa 1650–1750 and in the period circa 1850–1950. (1 point)

Examples of acceptable description of similarity and difference:

- “During 1650–1750, European governments favored mercantilism ... The government used protectionism during this time to ensure goods would be brought to the country and the economy would flourish. However, in 1850–1950, countries moved away from mercantilism to industrialization. The government now allowed businesses and factories to produce goods for the people ... Though the period of 1850–1950 saw less government monopolies on goods, the government still protected their own interests. Similar to how countries used protectionism, countries began to regulate and determine what businesses could do during the period of 1850–1950. For example, during WWII England converted regular factories to factories that produced war equipment. This is similar to how the government decided where the economy went with trading during the period of 1650–1750 because it shows how the businesses and factories were still under the rule of that individual country.” (*Accurately describes a difference and a similarity.*)
- “In 1650–1750 and 1850–1950, European governments heavily invested in overseas trade with their colonies ... Despite the previously mentioned similarity, government regulation in industry shifted from virtually no involvement in the 1650–1750 period to high government regulation and industry reform during 1850–1950.” (*Accurately describes a similarity and a difference, laying particular emphasis on difference, the greater intervention in the second period compared to the first.*)

b) Argument Development — Explains (1 point)

Responses can earn the point here by explaining at least one relevant example of similarity and one example of difference in European governments' role in the economy in the period circa 1650–1750 and in the period circa 1850–1950 and linking them back to the argument. (1 point)

Examples of acceptable explanation of reasons for similarity and difference:

- “In both communism and mercantilism, the government heavily regulates the economy. With a mercantilist economic policy, the government had the right to impose high tariffs on goods from other European countries and their colonies to discourage the purchase of foreign goods. Communism was similar as Lenin and Stalin attempted to limit dependence on western goods. In both economic policies self-sufficiency is encouraged ... Mercantilism and communism have different degrees of political involvement because mercantilism promotes interaction with other nations and allowed for private businesses to make a profit through trade, while communism regulated all aspects of life and the goods produced were equally distributed amongst the members of the community.” (*Explains the reasons for both similarity and difference.*)

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Question 3 (continued)

- “In both time periods, France’s power was measured by territory and influence. They fought tooth and nail to keep Algeria ... Indochina, or modern day Vietnam, gave France rubber imports and a connection with the rich trade of Asia. Earlier, France had held territory in Canada and in the center of the modern day continental U.S. They also had slave colonies ... Of course, other European powers got boost to their economies from having colonies abroad ... In 1850–1950, governments were now seen as “for the people” in a new way. This goes to show how much more important the government had to consider the health of its citizens. This was reflected in economic policy, as bringing good lives and prosperity to the people became an expectation of European governments. Economic socialism was a rising theme, a contrast to the horrid treatment lower classes were subjected to as the focus was on nobles and the force of mercantilism.” (*Explains the reasons for both similarity and difference.*)
- “Through the late 1600s and early 1700s European nations such as the English, Dutch, and French worked to colonize new territory in order of economic gain ... Likewise, governments from 1850–1950 such as the English or France used mercantilist tactics to expand and colonize areas of importance (*refers to partition of Africa*) ... While the two different government eras had many similarities they also had strict differences such as welfare and government intervention and capitalism and private ownership. In the 17th and 18th century governments did not play a large role ... This way of government proved much different than socialist methods instituted in the 20th century. In the 20th century government intervention rose as communism spread through Eastern Europe.” (*Explains a similarity and a difference.*)

C. Argument Development: Using Evidence (2 points)

a) Using Evidence — Examples (1 point)

Responses can earn 1 point by *addressing* the topic of the question by referring to at least TWO specific examples or pieces of relevant evidence (1 point). Essays can earn this point without having a stated thesis or a relevant argument.

Examples of specific evidence that could be used to address the topic of the question:

- Mercantilism
- Laissez faire
- Social insurance
- Worker protections
- Child labor laws
- Welfare state
- Consumerism
- Adam Smith
- Jean Baptiste Colbert
- Karl Marx
- Lenin
- John Maynard Keynes
- Colonies (appropriate to period)

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Question 3 (continued)

- State-sanctioned monopolies
- Joint Stock Companies
- VOC (Vereenigde Oostindische Compagnie, the Dutch East India Company)
- British East India Company
- Industrial subsidies
- Great Depression

b) Using Evidence — Effective Substantiation (1 point)

Responses earn a separate point by utilizing specific examples of evidence *to fully and effectively substantiate a thesis or relevant argument* addressing a similarity and a difference in European governments' role in the economy in the period circa 1650–1750 and in the period circa 1850–1950 (1 point). Fully and effectively substantiating the thesis goes beyond merely providing many examples. This point is earned by clearly and consistently linking significant evidence to the argument and showing how the evidence demonstrates similarity and difference in European governments' role in the economy.

Examples of evidence that could be utilized to substantiate an argument:

- “From 1650–1750 and from 1850–1950, European governments profited heavily off of other areas of the world. From 1650–1750, the trade of sugar cane and foods to Europe and the shipment of slaves created a heavily profitable industry. European governments reaped the economic rewards and increased wealth that came at the expense of African slaves and Native Americans. While slavery was outlawed in most European countries by the early 18th century, harsh European control did not change. For example, King Leopold of Belgium exploited the people of his colony the Congo ... Similarly, while direct imperialism was in decline by World War II, many European powers maintained influence in their colonies, such as Great Britain did in India ... One major change in European governments' role in the economy was the level of restriction the government placed on the economy. From 1650–1750, most Europeans followed an economic practice of mercantilism. Based off of the ideas of one of the French king Louis XIV's ministers Colbert, mercantilism was an economic principle that a country's wealth could be measured by its amount of gold. Another primary component of mercantilism was that wealth was finite, and so in order to stay strong economically, a country had to export more goods than it imported ... European governments established tight tariffs and economic restrictions to ensure that their country produced more than it bought ... This changed greatly with the adoption of more liberal practices. As outlined in Adam Smith's book *Wealth of Nations*, free trade and little economic interference would guide the economy. Free trade, Smith argued, would act like an invisible hand, and protect the economy on its own. Smith's assertions were far more economically effective, and from 1850–1950, governments loosened their grip over the economic market to promote growth.” (*Uses specific examples in order to substantiate an argument about similarity and difference.*)

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Question 3 (continued)

- “In both time periods they emphasized foreign markets. During the first time period we saw the rise of imperialism. Countries such as Britain, Spain, and Portugal colonized and controlled many places across the globe. One of the main incentives was to gain money off of these colonies. So these big powers set up mercantilism to gain the special resources that lie in their colonies so that they could sell it to others. In the second time period governments also focused on foreign markets. This is when we had quite a few major wars. Many of these big countries relied on the exports and imports to gain resources and money so that it can go to the military ... The major difference between the two periods was how active they were in the economy. During the first time period ideas such as mercantilism and capitalism were famous and used by most governments. The governments were very active in how the money flowed. For example Britain’s government would directly control its imports from colonies. This applied to most governments across Europe, since most were authoritative governments and believed that government needed to control the economy. However this changed by the time the second period came around. Adam Smith created the term *laissez faire*. It essentially meant for a government’s economy to thrive, the government had to take its hands off the economy and let it do its own thing. Many governments started to adopt this new idea as their base for their economy. Between the two time periods the governments of Europe handled their economies differently.” (*Uses examples to support arguments about similarity and difference.*)

D. Synthesis (1 point)

Responses earn a point for synthesis by extending their argument in one of three possible ways, by explaining the connection between the argument and either a development in a different historical period or geographical area, a course theme and/or approach that is not the focus of the essay, or a different discipline.

Examples of acceptable synthesis by appropriately connecting the argument to a development in a different historical period, situation, era, or geographic area:

- “Stalin, who created the collectivization of farms, was very reminiscent of the enclosure movement that previously occurred. In the early 1800s, peasants were kicked off their farms and were forced to move to the cities. Stalin’s collectivization had a similar effect, where the government took control of farms, showing that this economic policy existed throughout history.” (*Links essay question with another period.*)
- “The change to involved government is paralleled in American history, from a *laissez faire* government to an active one. FDR’s New Deal and the Progressive movement before it changed policy from Hoover’s inactivity to a new policy that the government has a responsibility to its people to take care of them.” (*Links essay question with another geographical area.*)

Examples of synthesis by connecting the argument to a different course theme or approach to history:

- “The government involvement in science for these two eras was also significant. From 1650 to 1750, the governments of Europe, which were widely Christian, denounced all scientific advances and discoveries. From 1850 to 1950, the secular government had taken hold, so the government did nothing to stem scientific research. In fact, European governments supported science from 1850 to 1950.” (*Links essay question with governments’ role in scientific developments.*)

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Question 3 (continued)

Examples of synthesis by connecting the argument to a different discipline or field of inquiry:

- Responses can extend their argument by appropriately connecting their argument to a different discipline, such as psychology or sociology, to extend a comparison of governments' role in the economy in the two periods.

Example of a failed synthesis attempt:

- “While each period had different governmental styles when it came to regulating the economy, they were also similar in the fact that they both had substantial middle classes that were able to buy these products. However, in the 1650s the middle class was largely made up of educated merchants, professionals, and intellectuals while in the 1850s–1950s, the middle class likely would have been made up of professionals such as doctors and teachers, and businessmen and government officials.” (*Makes an attempt to connect the essay topic to a different theme, in social history, but the reference to the nature of the middle classes is overgeneralized and repetitive.*)