

## **2019 AP® 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 most significant effect of state centralization by European monarchs during the period 1450–1648.
3. Evaluate the most significant effect of population growth in Europe within the period 1700–1800.
4. Evaluate the most significant effect of the Great Depression in Europe during the period 1929–1950.

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

**STOP**

**END OF EXAM**

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**Question 2 — Long Essay Question**

“Evaluate the most significant effect of state centralization by European monarchs during the period 1450–1648.”

Maximum Possible Points: 6

Points	Rubric	Notes
A: Thesis/Claim  (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 most significant effect of state centralization by European monarchs during the period 1450–1648, with some indication of the reasoning for making that claim.</p> <ul style="list-style-type: none"><li>• “Therefore, whereas the deprivation of rights and numerous wars were significant impacts of state centralization by European monarchs, neither left such a lasting impact as economic decline caused by the central governments’ needs for military spending and displays of grandeur to maintain its power over its people.”</li><li>• “The most significant effect of state centralization was the lessening of the power of both nobles and the clergy.”</li><li>• “The most significant effect of state centralization was the creation of strong, national armies because countries could wage war and put down internal conflicts.”</li><li>• “Centralization of European states by their monarchs resulted in increased warfare; this was due to religious beliefs becoming forced on citizens unwillingly, instigating backlash.”</li></ul>

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

<b>B: Contextualization (0–1)</b>	<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 state centralization by European monarchs during the period 1450–1648.</p> <p><i>Examples of context might include the following, with appropriate elaboration:</i></p> <ul style="list-style-type: none"><li>• Protestant Reformation</li><li>• Voyages of exploration</li><li>• Wars of Religion</li><li>• Military Revolution</li><li>• Feudalism/manorial system</li><li>• Middle Ages/Renaissance</li></ul>
<b>C: Evidence (0–2)</b>	<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 state centralization by European monarchs during the period 1450–1648.</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>• Thirty Years' War</li><li>• Edict of Nantes</li><li>• English Civil War</li><li>• Specific European monarchs</li></ul>

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

<b>D: Analysis and Reasoning (0–2)</b>	<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 most significant effect of state centralization by European monarchs during the period 1450–1648, 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 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 the effects of state centralization in Europe in the period from 1450 to 1648.</i></p>	<p><i>Examples of using historical reasoning might include:</i></p> <ul style="list-style-type: none"><li>• Establishing a causal relationship between state centralization by monarchs and an effect of that centralization and explaining the connections between cause and effect</li><li>• Providing a broad category of effects of state centralization, such as religious change, and then discussing subcategories/examples in order to support a broader argument regarding the most significant effect</li><li>• Describing change over time or elaborating on the changes and continuities that occurred over the period covered by the topic of the prompt</li></ul> <p><b>OR</b></p> <p><i>Demonstrating complex understanding might include:</i></p> <ul style="list-style-type: none"><li>• Explaining the most significant effect of state centralization, and noting that other effects were also significant and interrelated</li><li>• Explaining how multiple countries underwent changes as a result of state centralization</li><li>• Explaining relevant and insightful connections across time by discussing the development of Enlightened absolutism as a continuation of the trends from 1450 to 1648</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 an argument, not merely a phrase or reference. Complexity should emerge from the essay's argumentation and use of evidence, and while it does not have to be present throughout the essay, the complexity point should consist of substantial elaboration.</i></p>
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If response is completely blank, enter -- for all four score categories: A, B, C, and D.

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## 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 most significant effect of state centralization by European monarchs during the period 1450–1648, with some indication of the reasoning for making that claim.

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, which does not have to be contained in the first or last paragraph.

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

#### Examples of acceptable theses:

- “The state centralization by European monarchs between 1450-1648 caused the entire landscape of Europe to become more powerful and well-off: politically, strong leaders such as Louis XIV and Peter the Great improved their countries standing; socially, religion was able to become more centralized and controlled; most importantly, economically, centralization caused overseas colonization and mercantilism.” (*The response makes a historically defensible statement linking the development of state centralization in Europe to increased monarchical power over economic and religious matters within states, and to increased international prestige and competition between states.*)
- “The political centralization of European monarchs most significantly led to religious conflicts and changes that opened Europe up to a sense of intellectual freedom unlike ever before though the religious developments in Britain, France, and the HRE.” (*The response links political centralization to challenges to established religious authority. There is a line of reasoning established in the thesis that is carried through the body of the response.*)

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

- “From 1450-1648, European monarchs centralized their power to drastically lower the power of the nobility, establishing absolutism.” (*The response links the development of centralized European monarchical power from 1450 to 1648 to the decline in noble influence, allowing for the rise of absolutism. The body of the response further illustrates the ways in which centralized state authority resulted in the decline of the power of the aristocracy.*)

### **Examples of unacceptable theses:**

- “This centralization or inability to entirely centralize crafted the European balance of power for only like the past six hundred years on and also the French Revolution and the Enlightenment.” (*There is no historically defensible claim or stance relevant to the prompt.*)
- “The most significant effect of state centralization by European monarchs was the extent of power of the monarch, as it resulted in economic damage from the spending of the monarch and in future political reform to shape the next governments.” (*The attempt at thesis is historically indefensible and does not clearly describe economic difficulties or provide any indication of types of political reforms or government changes.*)
- “Caused by the political instability and new states found from attempts and successes of state centralization, the massive and deadly European Wars of the early modern era were significant for their resulting religious pluralism and destruction they wrought on Europe.” (*The thesis fails to identify the most significant effect of state centralization and makes generalizations about religion and war.*)

### **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 or during or continued after the time frame of 1450 to 1648. This point is not awarded for merely a phrase or a reference.

To earn the point the essay must accurately describe a context relevant to state centralization by European monarchs during the period 1450–1648.

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

- Age of Exploration
- The Protestant Reformation
- Wars of Religion
- Feudalism
- Middle Ages
- Peter the Great/Catherine the Great/Joseph II
- Enlightened absolutism

# **AP® EUROPEAN HISTORY 2019 SCORING GUIDELINES**

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

### **Examples of acceptable contextualization:**

- “After the fall of Rome, Europe entered a dark age. After the dark age was over in 1450, European monarchs decide to centralize their states, though Poland was a notable exception. The most significant effect of state centralization was the shift of power from nobles to the monarchy. The shift in power increased the monarchies power, suppressed manorialism and created new conflicts.” (*The response earned contextualization for clearly linking the shift in political power from feudal lords in the Middle Ages to later monarchs as resulting from state centralization.*)
- “During the fall of the Roman Empire, Europe became very divided, held together by a thread of the Catholic Church. The nobility as able to gain much power over their respected lands. Without a strong king to keep the nobility in check, the nobles fought each other for a very long time. All of this was about to change with the Crusades, Black Death, and the rise of towns, when the system of feudalism began to decline. Because of this, kings are now able to collect more taxes, have a standardized army of many common folk, and not knighted noblemen, and keep nobles in check.” (*The response successfully relates broader events in the Roman Empire and Middle Ages to state centralization by European monarchs in the early modern period.*)
- “During the years 1450-1648, European monarchs consolidated power, centralizing their state. ‘New Monarchs’ arose in Spain, England and France and worked to consolidate power as outlined by Machiavelli’s ‘The Prince.’ ‘The Prince’ called for a ruler who was strong minded, willing to remove all noble influence and threats and able to ignore morality in making decisions.” (*The response mentions multiple countries and connects state centralization in the early modern period to Renaissance-era political theory.*)

*Note: In order to earn this point the response should clearly connect the relevant contextual information to the topic. A mere passing reference to another event or time period, such as the Middle Ages, does not suffice for this point.*

### **Examples of unacceptable contextualization:**

- “In America, we have checks and balances to make sure no branch of government gets too powerful. There have been dictatorships with all the power such as Vladimir Lenin and Hitler.” (*The response fails to link historical context to the topic of the prompt, and details are too far removed from the time frame of the prompt to be considered relevant contextualization.*)
- “What also came from the Italian Renaissance was Christian denominations such as Lutheranism, birthing the Protestant Reformation. Due to sudden beliefs in Religions other than Catholicism, nations became incredibly decentralized.” (*The response provides factually inaccurate background information, and also it fails to link religious changes in the Renaissance to state centralization.*)
- “This began during the Renaissance and ended with the end of the religious wars, meaning there was lots of tension and pressure in Europe.” (*While the response refers to a potentially relevant context, it does not link this development to the centralization of state power by monarchs.*)

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## Question 2 — Long Essay Question (continued)

### 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 state centralization by European monarchs during the period 1450–1648. 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:

- Consolidation of Habsburg dominions
- Peace of Augsburg
- Peace of Westphalia
- Edict of Nantes
- English Civil War
- Mercantilism

#### Examples of successful use of evidence:

- “As knowledge of the New World spread after its exploration by Christopher Columbus in 1492, countries wanted to gain more land, materials and subsequently power by gaining land in the new world. This led for intense competition for this land. Mercantilism states that the supply of materials such as gold and silver is limited and for a country to be more powerful than another country it must have more of these supplies/materials.” (*Response provides accurate evidence relevant to the topic of the prompt, which is further explained in the body of the essay as it relates to economic competition between England, France, and Spain.*)
- “In Spain, Ferdinand and Isabella sponsored voyages of Christopher Columbus in 1492. His voyages to the Americas brought wealth to Spain in the form of precious metals and new goods such as sugar. Second, with higher taxes and wealth from overseas colonies, monarchs were able to maintain large standing armies, for example Louis XIV fought several wars and gained much territory.” (*Response uses specific evidence from multiple countries to show the effect of state centralization on a country’s economy and ability to acquire colonies.*)

*Note: These statements could be credited as evidence supporting an argument if their placement in the essay or additional connective language made it clear that they were being offered in support of a particular point.*

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

**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 state centralization by European monarchs during the period 1450–1648.

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

- “The English Civil War occurred in England due to Charles I attempting to rule without parliament. For 11 years, he ruled without Parliament, and then called them back for money that he needed to solve militaristic issues. He refused to let Parliament stay, and when Charles I began arresting major Parliament opposers, the English Civil War began. Monarchs gained so much power throughout the 15<sup>th</sup> to the 17<sup>th</sup> centuries, that they did not want to give power to the people. Therefore, after the time of absolute monarchs, people began to want constitutional monarchy.” (*Response successfully uses evidence to support a line of argument that links the centralization of state power to civil war and further to the development of constitutionalism.*)
- “New monarchs encouraged exploration overseas on behalf of the nation. For instance, Henry the Navigator in Portugal commissioned Cabral and da Gama to explore the New World and establish trading posts, bringing prosperity to Portugal. Second, state centralization brought about the market revolution as centralized nations were able to harness resources brought in by overseas exploration and establish trade and production. State centralization increased regulation, standardization, and efficiency, encouraging economic growth. Due to systems such as mercantilism, joint-stock companies, and new industries, state centralization ultimately revolutionized the European economy and promoted economic growth.” (*Response successfully uses evidence to connect state centralization to economic improvements in Portugal.*)

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

#### **Historical Reasoning**

Responses earn 1 point by using historical reasoning to frame or structure an argument concerning the most significant effect of state centralization by European monarchs during the period 1450–1648. 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 using historical reasoning skills:**

- Establishing a causal relationship between state centralization by monarchs and an effect of that centralization and following through on that relationship in a coherent argument. Examples may include the development of mercantilism, national armies, and colonization.
- Providing a broad category of effects of state centralization, such as religious change, and then developing into subcategories/examples in order to support a broader argument. Examples may analyze state control over religion in England, France, Spain, and the Holy Roman Empire.

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

- Describing change over time, elaborating on the changes and continuities that occurred over the period covered by the topic of the prompt. Examples could include changes from the feudal system of the Middle Ages with decentralized monarchies to the consolidation of state power by the New Monarchs, or a continuation of centralization into Enlightened despotism.
- Comparing state centralization in western European nations to decentralization in eastern European nations, or comparing state centralization between western European nations.

**OR**

### **Complexity**

Responses earn 2 points by demonstrating a complex understanding of state centralization by European monarchs during the period 1450–1648.

#### **Demonstrating complex understanding might include:**

- Analyzing the nuance of an issue by explaining the most significant effect of state centralization, and noting that other factors were also significant and interrelated
- Explaining how different countries underwent different changes as a result of state centralization
- Explaining relevant and insightful connections across time by discussing the development of Enlightened Absolutism as a continuation of the trends from 1450 to 1648
- Qualifying or modifying an argument by considering evidence that supports an alternate position

*Note: This demonstration of complex understanding must be part of an argument, not merely a phrase or reference. Complexity should emerge from the essay’s argumentation and use of evidence, and while it does not have to be present throughout the essay, the complexity point should consist of substantial elaboration.*

#### **Examples demonstrating complexity:**

- The response analyzes links between state centralization and its impact on politics, religion, and the economy, prioritizing one effect over the others. The response analyzes the ways in which state centralization changed attitudes toward European politics and religion, while discussing how economic effects were more significant.
- The response analyzes change and continuity over time. The response explains how state centralization in the 16<sup>th</sup> and 17<sup>th</sup> centuries led to the development of absolutism and constitutionalism in the 18<sup>th</sup> and 19<sup>th</sup> centuries.
- The response analyzes causation between state centralization and the growth of monarchical power, linking it to the decline of church power and that of the old nobility, and to the Age of Exploration and the rise of a “new aristocracy.” The response discusses Louis XIV and his creation of Versailles for the purpose of weakening the nobility, links the Protestant Reformation to state centralization in England, and links the development of state centralization in Spain to voyages of discovery. The response is structured within a clear framework, connecting evidence to the argument and clearly analyzing the nuance of the issue by explaining the most significant effect of state centralization, and by noting that other factors are also significant and interrelated.
- The response compares developments in multiple European countries and discusses the policies of multiple European monarchs, and it discusses the differences between countries that centralized and those that did not: Spain and France are contrasted against the Holy Roman Empire and Poland.