

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 3 — Long Essay Question

“Evaluate the most significant effect of population growth in Europe within the period 1700–1800.”

Maximum Possible Points: 6

Points	Rubric	Notes
A: Thesis/Claim (0–1)	<p>Thesis/Claim: 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 population growth in Europe within the period 1700–1800, with a clear line of reasoning for making that claim.</p> <ul style="list-style-type: none"> “Although the population growth had made some political changes, it is clear that the majority of the changes were economical as shown with Great Britain.” “The most significant effect this population increase was the growth in size of the urban poor. The growth of the urban poor led to poor living conditions in cities, the French Revolution, and set the stage for the first Industrial Revolution.” “The most significant effect of population growth in Europe from 1700 to 1800 was urbanization and the creation of large cities which was marked by poverty, crime, and poor sanitation.”
B: Contextualization (0–1)	<p>Contextualization: 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 population growth in Europe within the period 1700–1800.</p> <p><i>Examples of context might include the following, with appropriate elaboration:</i></p> <ul style="list-style-type: none"> The Commercial Revolution The Industrial Revolution The Agricultural Revolution The Spread of Enlightenment Ideas The Scientific Revolution Prior depopulation due to bubonic plague

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2019 SCORING GUIDELINES

Question 3 — Long Essay Question (continued)

C: Evidence (0–2)	<p>Evidence: Provides specific examples of evidence relevant to the topic of the prompt. (1 point)</p> <p>OR</p> <p>Supports an Argument: Supports an argument 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 population growth in Europe within the period 1700–1800.</i></p> <p>OR</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"> • Urbanization • Enclosure • Demographic shifts • Public health • Political turmoil • European marriage patterns • Class consciousness
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2019 SCORING GUIDELINES

Question 3 — Long Essay Question (continued)

D: Analysis and Reasoning (0–2)	<p>Historical Reasoning: 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 population growth in Europe during the 18th century, although the reasoning might be uneven, imbalanced, or inconsistent.</i></p> <p>OR</p> <p>Complexity: 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 population growth in Europe during the eighteenth century.</i></p>	<p><i>Examples of using historical reasoning might include:</i></p> <ul style="list-style-type: none"> Establishing a causal relationship between population growth and an effect of that growth and following through on that relationship in a coherent argument Providing a broad category of effects of population growth, and then developing subcategories/examples in order to support a broader argument Describing change over time, elaborating on the changes and continuities that occurred over the period covered by the topic of the prompt <p><i>This use of historical reasoning may be found within a well-crafted paragraph or part of an essay that otherwise lacks organization.</i></p> <p>OR</p> <p><i>Demonstrating complex understanding might include:</i></p> <ul style="list-style-type: none"> Analyzing the nuance of an issue by explaining the most significant effect of population growth, and noting that other effects were also significant and interrelated Confirming the validity of an argument by corroborating multiple perspectives across themes Qualifying or modifying an argument by considering evidence that supports an alternate position Explaining relevant and insightful connections across time by discussing population shifts in other periods Explaining how different countries underwent different changes as a result of population growth, or had differing levels of growth <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>
If response is completely blank, enter - - for all four score categories: A, B, C, and D.		

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2019 SCORING GUIDELINES

Question 3 — 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 population growth in Europe within the period 1700–1800, with a clear line of 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 within the period.

Examples of acceptable theses:

- “The most significant effect of population growth in Europe during the eighteenth and nineteenth centuries was that it contributed to industrialization by expanding urban areas and providing more labor for factories.” (*The response makes a clear and historically defensible claim that the most significant effect of population growth in the 18th century was the Industrial Revolution, and it establishes a line of reasoning as to why the Industrial Revolution was the most significant effect of population growth.*)
- “The most significant effect of this population growth was the growth of the middle-low class because it resulted in lasting economic changes such as a greater amount of farming, social reform, and focus on something other than the high nobility.” (*The response makes a clear and historically defensible claim in the thesis that the most significant effect of population growth was the rise of the middle class and establishes a line of reasoning as to why the rise of the middle class was significant.*)

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2019 SCORING GUIDELINES

Question 3 — Long Essay Question (continued)

- “In conclusion, overpopulation in cities caused poor living conditions due to sanitation services not being able to accommodate the population growth.” *(The response makes a clear and historically defensible claim and establishes a line of reasoning as to why the stated development was significant. Although the valuation of poor living conditions is not explicitly identified as the most significant effect of population growth, such sentiment is implicit. The response also demonstrates that a thesis may appear in the conclusion.)*
- “The most significant effect of population growth in Europe within the period 1700-1800 was the growth and modernization of countries, who were able to establish colonies to grow more foods.” *(Although the linkage is indirect between population growth, modernization, and colonization, the response makes a historically defensible claim and leads to a line of reasoning.)*

Examples of unacceptable theses:

- “The most significant effect of population growth in Europe within the period 1700-1800 was disease.” *(While the statement makes an acceptable claim, it does not offer a line of reasoning as to why disease was significant.)*
- “The most significant effect Europe’s growing population had was its implications on hygiene and medical advancement.” *(While the statement makes an acceptable claim, it does not offer a line of reasoning as to why hygienic and medical advancements were significant.)*

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 1700 to 1800. 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 population growth in Europe within the period 1700–1800.

Examples might include the following, with appropriate elaboration:

- The Commercial Revolution
- The Industrial Revolution
- The Agricultural Revolution
- The spread of Enlightenment ideas
- The Scientific Revolution
- Prior depopulation due to bubonic plague

Examples of acceptable contextualization:

- “In the period of 1700-1800 most if not all European countries were practicing mercantilism, where countries have colonies which bring in money from new lands shaping markets and economies. This in turn primed Europe for large scale population growth, because it gave the potential for new markets.” *(The response relates a prior commercial development to the topic of population growth in Europe in the 1700s.)*

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2019 SCORING GUIDELINES

Question 3 — Long Essay Question (continued)

- “With the introduction of new and improved agriculture techniques, such as the use of fertilizer and Jethro Tull’s iron plow, as well as an improved understanding of medicine thanks to names like Harvey, Paracelus, and Vesuvius, the population of Europe grew steadily during the period 1700-1800. (*The response relates relevant prior developments in agriculture to the topic of population growth in Europe in the 1700s.*)
- “In Europe, the period of 1700 to 1800 was characterized by rapid industrialization all over the continent. This industrialization led to the establishment of factories and mass production, which, coupled with population, brought tons of people to urban centers and led to the development of cities. The move to cities had extremely significant effects on the lives of Europeans.” (*The response relates a prior demographic development to the topic of population growth in Europe in the 1700s.*)

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 does not suffice for this point.

Examples of unacceptable contextualization:

- “During the eighteenth to nineteenth century in Europe, the continent was prospering because of the industrial revolution. This revolution allowed the work that was once done by hand to be done by machines. This meant that once cumbersome jobs became much easier. Farming became more efficient and goods were able to be mass produced much more easily. In the advent of the Industrial Revolution, people began to migrate to Europe in order to seek better jobs and a more stable lifestyle.” (*While the response refers to potentially relevant context about industrialization and demographic shifts, it does not link any of these historical developments to population growth in the 1700s.*)
- “Population growth, and the expansion of nations, during the 18th and 19th centuries is what truly pushed the Europe toward the modern era. Before the industrialization and urbanization that happened during that period, life, for most, was about survival.” (*While the response refers to potentially relevant context about quotidian life before the Industrial Revolution, it does not link this to population growth in the 1700s.*)

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 population growth in Europe within the period 1700–1800. 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.

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2019 SCORING GUIDELINES

Question 3 — Long Essay Question (continued)

Examples of evidence used might include:

- Urbanization
- Enclosure
- Demographic shifts
- Public health
- Political turmoil
- European marriage pattern
- Class consciousness

Examples of successful use of evidence:

- “The problem of famine in 18th Century occurred because the food supply could not keep up with population growth.” (*Response provides accurate evidence relevant to the topic of the prompt.*)
- “Industrialization caused by the growth created a much more wealthy and prominent middle class, one which would aid the economy greatly as consumerism rose due to the large output of goods.” (*Response provides accurate evidence relevant to the topic of the prompt.*)

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.

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 population growth in Europe within the period 1700–1800.

Examples of successfully supporting an argument with evidence:

- “Population grew as the industrial revolution emerged and with the surge in population, the capitalistic world of trade & economy seemed to grow. The growth of the population led to more industries and more consumer goods. Factories mass-produced products which decreased the products value and allowed less wealthier people (to) buy it without spending their life savings.” (*Response successfully uses evidence to support an argument linking population growth to consumerism and capitalism.*)
- “In addition, factories were unsanitary and lacked safety measures for workers, meaning countless died from working in the dangerous working conditions. This led to the emergence of labor unions and ultimately political acts after 1800 such as the Factory Acts in England in the early 1800s.” (*Response successfully uses evidence to support an argument.*)

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 population growth in Europe within the period 1700–1800. 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.

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2019 SCORING GUIDELINES

Question 3 — Long Essay Question (continued)

Examples of using historical reasoning skills:

- Establishes a causal relationship between population growth and an effect of that growth and follows through on that relationship in a coherent argument. For example, a response may point to the causal relationship between the Enclosure Act and rural unemployment which, in turn, spurred migration to industrializing cities where jobs were abundant, and which led to stronger economies.
- Gives a broad category of effects of population growth and then develops subcategories/examples in order to support a broader argument. For example, a response that identifies urbanization as the most significant effect of population growth may develop an argument about how that population-growth-fueled urbanization led to concerns over wages, social mobilization, and political parties.
- Describes change over time, elaborating on the changes and continuities that occurred over the period covered by the topic of the prompt. For example, a response may develop the claim that stresses familial continuity despite significant changes over time, such as the deterioration of living conditions and outbreaks of disease.
- This use of historical reasoning may be found within a well-crafted paragraph or part of a response that otherwise lacks organization.

OR

Complexity

Responses earn 2 points by demonstrating a complex understanding of the effects of population growth in Europe within the period 1700–1800.

Demonstrating complex understanding might include:

- Analyzing the nuance of an issue by explaining the most significant effect of population growth, and noting that other effects were also significant and interrelated
- Confirming the validity of an argument by corroborating multiple perspectives across themes
- Qualifying or modifying an argument by considering evidence that supports an alternate position
- Explaining relevant and insightful connections across time by discussing population shifts in other periods
- Explaining how different countries underwent different changes as a result of population growth, or had differing levels of growth

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.

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2019 SCORING GUIDELINES

Question 3 — Long Essay Question (continued)

Examples demonstrating complexity:

- The response analyzes the nuance of 18th-century population growth by explaining that while urbanization was its most significant effect, other effects such as the privileging of leisure, a new consumer economy, and a change to gender roles were also significant and interrelated.
- The response confirms the validity of the argument that sociopolitical development was the most significant effect of 18th-century population growth by supporting the claim with variegated but linked discussions of industrialization, including the defining of the modern class system and the creation of the new consumer culture of the late 17th century.
- The response explains how different countries or European regions underwent different changes as a result of population growth, or had differing levels of growth. For example, the response juxtaposes Great Britain's ability to meet the demand of its growing population through increased industrial production with Ireland's inability to industrialize fast enough to meet the demand of its growing population, resulting in the Irish potato famine.
- The response qualifies or modifies the argument that both the demand for and supply of new products and materials was the most significant effect of 18th-century population growth by considering evidence that supports an alternate position: that there were negative impacts of population growth such as public health problems, women forced into prostitution, and artisans displaced by industrialization.