

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 2

Maximum Possible Points: 6

“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*)

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 Rubric	Scoring 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 1 point by <u>describing</u> at least one relevant example of similarity and one example of difference in the ways in which European states waged war in the period 1500–1648 and in the period 1750–1871.
	Argument Development — Explains: Explains the reasons for a historical similarity AND a difference. (1 point)	<ul style="list-style-type: none">• Responses can earn 1 point by <u>explaining</u> the reasons for at least one relevant example of similarity and one example of difference in the ways in which European states waged war in the period 1500–1648 and in the period 1750–1871 and linking them back to a relevant argument. (<i>Can be earned independently from the Thesis point.</i>)

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Question 2 (continued)

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 1 point by addressing 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> Levée en masse, industrialization, Napoleon.
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 1500–1650 and 1750–1871 and developments in other times or places, such as the 20th century. (Theme) Responses can extend their argument by appropriately connecting a comparison between the periods of 1500–1650 and 1750–1871 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 by using a theme or approach that is not political history, for example, cultural, economic, 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 warfare 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 2 (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 the ways in which European states waged war, but it 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:

- “The ways in which nations waged war from 1500 to 1648 and in the period 1750–1871 were similar in that alliances were a significant factor in wars in both time periods, but they differed because 16th–17th century wars were primarily religious while 18th-19th century wars were politically and economically motivated.” (*Addresses both a similarity and a difference and takes a historically defensible position.*)
- “Following the Thirty Years’ War, the reasons behind going to war began to shift from ecclesiastical to secular. However, regardless of the time period war was seen as a sense of pride for a nation and brought about unity among the people. While the reasons behind starting war may have shifted, the nationalist sentiment it sparks in the people has not changed.” (*Indicates a shift in reasons for war as a difference and provides a general but acceptable similarity.*)
- “In both time periods, European states waged war for the similar purpose: to stop foreign aggression and to expand the territory and influence of their own. But they differ significantly in developments in fighting technologies, such as mobilization, transportation, communication, weapons, and medicine.” (*Though general, thesis provides defensible similarity and difference between the two periods.*)

Examples of unacceptable theses:

- “Priorities and technology have altered the reasons and methods of warfare. From 1800–1871, a constant in the way war occurs is the presence of a strong, driven leader, and one difference between war from 1500 to 1648 and 1750 to 1871 is the motivation behind warfare, as earlier leaders used religion as their motive and later leaders used politics and unification as their motivation for war.” (*Addresses difference, but “strong driven leader” is too general and ahistorical to receive credit for similarity.*)
- “The ways in which European states fought wars between periods 1500–1648 and 1750–1871 differed in the ideology and cause but were the same in terms of devastation and casualty.” (*Categories for both similarity and difference are overly broad and lack a sense of chronology.*)

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Question 2 (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 a similarity and ONE relevant example of a difference in the ways in which European states waged war in the period 1500–1648 and in the period 1750–1871. (1 point)

Examples of acceptable description of similarity and/or difference:

- “Even though these wars might be fought for the same cause, the armies that fought in them were significantly different. Countries between 1500–1648 widely employed mercenaries to fight in wars. In the period 1750–1871, however, countries depended on their standing national armies ... In all, in both time periods, European states waged war for the similar purpose: to stop foreign aggression and to expand the territory and influence of their own.” (*Describes a specific difference and specific similarity between the periods.*)
- “The leaders of Europe were always concerned with the balance of power. When Sweden was forced to retire from the 30 Years War, France engaged to prevent powerful Austria from winning. During the French Revolution, the European nations formed coalitions against the French to keep them in check ... However, the wars of the 16th/17th centuries were different from those of the 18th/19th centuries because wars in the earlier period were waged in order to achieve religious goals, while those in the later period were waged for economic and political reasons.” (*Describes a specific similarity and a specific difference between the periods.*)
- “Contrasting with the Thirty Years’ War which drew primarily on religious alliances, the French-British rivalry was over colonial possessions, expansionist ambitions, and pure rival of power ... In both periods, the use of early firearms was present. Mainly inaccurate rifles and muskets were used prevalently in both since gunpowder comes from the East. Also, the use of cannons and cavalry existed in still large numbers in both time periods. During both of these periods, the conquest of native populations, whether it be in Central or South America or Africa, was partaken by European powers.” (*Describes a specific difference and specific similarities between the periods.*)

b) Argument Development — Explains (1 point)

Responses can earn 1 point by explaining the reasons for at least ONE relevant example of a similarity and ONE example of a difference in the ways in which European states waged war in the period 1500–1648 and in the period 1750–1871 and linking them back to a relevant argument. (1 point)

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Question 2 (continued)

Examples of acceptable explanation of reasons for similarity and difference:

- “The Diplomatic Revolution of 1756 demonstrated a new image of international warfare, as pure competition of power. Religion was able to play a less important role in forming alliances due to a constant decline in Church power (and thus in the power of the Holy Roman Empire) and a rising popularity of Enlightenment ideals of religious freedom … As the causes of war changed, the action itself still brought nations and allies together. In the early seventeenth century, while still fueled by religious distress, the conflict between Spain and the Netherlands brought the English and the Dutch together as allies … As for the later time period, conflicts continued to unite the people of a country against a common enemy. The Napoleonic Wars brought so much strength and power to France that it also created a sense of national pride that quickly spread to other countries.” (*Explains a reason for a difference and a similarity between the two periods with reference to major historical developments.*)
- “Prior to the Thirty Years’ War, all aspects of life revolved around religion, including war. The division of the Church caused by the Protestant Reformation created a lot of tension between European powers based on newly found beliefs. However, the Thirty Years’ War represents a turning point in this belief. Protestant nations were seen supporting Catholics and vice versa, showing that war was becoming more about the political and economic benefits to a nation rather than its beliefs … The greatest similarity between the ways European states waged war was the struggle against powerful nations that sought to break the balance of the continent … During 1500–1648 and 1750–1871, wars were mainly fought against the most ambitious nations and powerful nations of Europe. For example, the long-time struggle between the French kings against the Habsburgs and the Ottoman Turks versus the majority of the Christian state were all caused by the growing power of these countries … The same pattern lasts to 1750–1871 … Napoleonic France was fighting constantly against states that feared French power.” (*Explains a reason for a specific difference and a specific similarity between the periods with reference to a major historical development.*)
- “The wars in these two periods were extremely similar because both featured complex alliance systems that affected the outcome of the wars. In the 16th century, for example, the Schmalkaldic League formed an alliance of German princes in favor of the spread of Lutheranism in the religious wars following the Protestant Reformation … Similarly in the 18th–19th centuries, alliances played a critical role in the Crimean War, in which Britain, France, and the Ottoman Empire established an unusual alliance that allowed them to prevent Russian expansion … Two major developments occur within the time frame of 1500–1648. The Renaissance, a rebirth to classical antiquity marked by individualism and secularism, as well was the Reformation, a split amongst Christians … Similarly, In the time period 1750–1871, Europe experienced the Enlightenment, an intellectual movement characterized as a belief in individual rights, as well as the rise of nationalism … These two developments also characterized war during their time period … Thus, the 1500–1648 involved conflicts over the role of religion in society and for the individual … 1750–1871 had wars caused by the drive for national unity and rights.” (*Explains reasons for a specific similarity and a specific difference between the periods with reference to major historical developments.*)

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Question 2 (continued)

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:

- Conscription and citizen armies
- Levée en masse
- Nationalism
- Thirty Years' War/Peace of Westphalia
- Industrialization
- Colonialism and colonial wars
- Professionalization
- Various types of weapons and tactics (appropriate to period)
- Meritocracy
- Napoleon
- Frederick the Great
- Clausewitz
- *Realpolitik* — Bismarck and Cavour
- Mercenaries
- Peace of Augsburg
- Various wars and battles (appropriate to period)

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 the ways in which European states waged war in the period 1500–1648 and in the period 1750–1871 (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 the ways in which European states waged war.

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

- “Another aspect to war that was similar was the introductions of the newest technologies. In 1500–1648, firearms just began to become prevalent and were employed. Similarly, in 1750–1871, technology such as artillery and modern rifles were used in order to gain an advantage over the opposing side....In 1500–1648, wars mostly dealt with religion. In the Thirty Years' War, it centered

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on Protestants vs. Catholics. The Church and the Holy Roman Empire held vast influence and wanted to stop their ideological opponents... This is much different from wars in 1750–1871. The balance of power played a huge role in the breakout of war. Many of the coalitions against Napoleon formed in order to prevent France from dominating the continent." (*Uses specific examples to support and substantiate an argument related to a similarity and a difference between the periods.*)

- "The way that European nations waged war in the periods circa 1500–1648 and 1750–1871 was similar because they often battled over colonies. For example, from 1618–1648, France and England fought for colonies in North America. They both believed in the economic theory of mercantilism and desired as much land in the New World as possible ... In the late 1700s, Britain waged war with the United States of America, because it wanted freedom from British rule. The American Revolutionary War resulted in Britain losing its North American colonies, like France did after the Seven Years War ... Between 1500–1648 armies were small. For example, the Battle of Lützen fought between Swedes and Catholic alliance forces involved less than 50,000 men altogether. However, between 1750–1871, war became huge. Napoleonic France mobilized more than 3 million men, and battles such as Leipzig involved near to a million soldiers. Also, technology changed rapidly between the two time periods. While the former used smaller, clumsier ships, the latter developed gigantic battleship and later, steamboats and steel ships for service ... The first time period lacked efficient means of communication, while the second developed telegrams and a successful mailing system, as was shown in the Crimean War." (*Uses specific examples to support and substantiate an argument related to a similarity and differences between the periods.*)

D. Synthesis (1 point)

Responses earn 1 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.

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

- "In North America, the time periods between 1500–1648 and 1750–1871 also exhibited some significant differences and similarities. Wars in 1500–1648 were mainly fought between neighboring native tribes over land and resources and then later between colonists and natives. In 1750–1871, wars became global as the American Revolution produced intense fighting between colonists and the British. The War of 1812 exhibited a global component as resentment over British policies and French holdings in Louisiana led the Americans to conflict." (*Extends the argument regarding differences between the two periods to an additional geographic region — North America.*)

Example of unacceptable synthesis attempting to connect the argument to a development in a different historical period, situation, era, or geographic area:

- "The reign of Napoleon was very similar to that of Hitler. Both men had huge egos and were completely focused on power and conquest. Both men tried to invade Russia in the works and both failed. All they cared about was power. They wanted to be #1." (*Though similarities are noted across the period in question to one outside it, the discussion does not extend the argument of the essay.*)

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Question 2 (continued)

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

- “Just as religion motivated war in the period 1500–1648 while economics prompted it in later years, family life in the 1500s was centered more around the Church, as exemplified by the Lutheran ideal of women as spirited helpmates. In the 19th century, the family became focused more on industrialization and the earning of wages.” (*Extends argument regarding change from religious to political motives for warfare to similar principles organizing family life in the periods.*)

Example of unacceptable synthesis attempting to connect the argument to a different course theme or approach to history:

- “Politically, during 1500 to 1648 and 1750 to 1871 there were many monarchies. But by the start of the 1800s, people began agitating for a newer, freer government. Though mercantilism was used in the 1500–1648 period, by the middle of the 1750–1871 period European states began to prefer classical economics and laissez faire.” (*Adds additional category of economics, but the discussion does not extend the argument, only refers to trends.*)

Example 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 warfare in the two periods.