

AP[®] EUROPEAN HISTORY

2013 SCORING GUIDELINES

Question 3

Analyze the differences between the motives that shaped European colonial expansion in the period 1450 – 1750 and the motives that shaped European colonial expansion in the period 1850 – 1914.

9-8 Points

- Thesis is explicit and addresses more than two motives for European expansion in both time periods.
- Organization is clear, consistent, and the essay offers strong analysis of differences in motives.
- Essay is well balanced and effectively analyzes motives and differences for both periods.
- Analysis of motives is well supported by relevant evidence (i.e., specific countries, well developed ideas, or both).
- May contain errors that do not detract from the argument; may also contain minimal extraneous information that does not detract from the argument. For example, “Cotton was produced in North America in the 1450 – 1750 period”; mentioning this is not erroneous.

7-6 Points

- Thesis is explicit and addresses more than one motive.
- Organization is clear, consistent, and the essay offers analysis of differences in motives.
- Essay is balanced; analyzes motives and differences for both periods.
- Analysis of motives is supported by relevant evidence (i.e., specific countries, well developed ideas, or both).
- May contain an error that detracts from the argument; may contain some extraneous information that does not detract from the argument.

5-4 Points

- Thesis is explicit but not fully responsive to the question.
- Organization is clear and effective. Time periods may be treated in a more parallel fashion, with analytical connection between the two provided solely at the beginning or the end of the essay.
- Essay shows some imbalance; may discuss one period in greater depth than the other.
- Motives may be analyzed with general evidential support (i.e., “Europeans in Africa”).
- May contain a few errors that detract from the argument; may contain extraneous information that does detract from the argument. For example, slavery did exist in Africa in the 1850 – 1914 period, but enslavement by Europeans should specify Leopold, Belgium, Congo Free State, or even Belgian Congo.

3-2 Points

- No explicit thesis or a thesis that merely repeats or paraphrases the prompt.
- Organization may be unclear and ineffective.
- Essay shows serious imbalance, motives identified but discussed sparingly.
- Motives may be mentioned but not explained.
- May contain several errors that detract from the argument.

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Question 3 (continued)

1-0 Points

- No discernible attempt at a thesis.
- No discernible organization.
- Motives may not be mentioned or not be explained.
- Little or no supporting evidence used.
- May contain numerous errors that detract from the argument.

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Question 3 (continued)

Historical Background

- Western Europeans seeking spices, slaves, and gold wanted to bypass Ottoman and Venetian “middlemen” controlling trade with the East. Portugal sought an overseas route to India. The Portuguese established settlements in Madeira and the Azores in the 1420s and from there launched trade with Africa. They settled at Arguin in the 1440s, and within 60 years Portugal controlled Europe’s trade in African gold. Prince Henry the Navigator’s school for sailing and navigation promoted voyages of exploration. Bartholomew Dias rounded the Cape of Good Hope in 1487, and in 1498 Vasco da Gama reached India, allowing Portuguese traders to establish settlements at Goa and Calcutta.
- Spain sent Columbus to find a water route to China in 1492, and he discovered the West Indies. Ferdinand Magellan and Amerigo Vespucci verified that Columbus had discovered a New World, which spurred desire to conquer and control that region. Hernan Cortes arrived in Mexico in 1519, and by 1521 he had defeated the Aztec Empire for Spain. In 1532, Francisco Pizarro attacked the Inca Empire. Settlements were established and gold, riches, and produce sent back to Spain. Adventure and opportunity attracted sailors and soldiers, while the practice of primogeniture left many second sons open to lives in the New World.
- Catholic missionaries followed the conquistadors. The Jesuits and the Franciscans were active in the Caribbean and throughout South and Central America during the 16th and 17th centuries. Catholic agents established churches and missions in Portuguese settlements in Madeira, Goa, Japan, and China. Missionaries brought faith, European languages and cultural customs, and spread imperial influence. English Puritans settled in Plymouth in 1620. Dissenters from the Church of England established colonies and communities in North America: Puritan dissenters in Rhode Island (1636), the Quakers in Pennsylvania (1682), and English Catholics in Maryland (1634). French Huguenots settled in New Amsterdam and New Rochelle following the revocation of the Edict of Nantes in 1685.
- Aside from gold and silver profits (especially from Potosi), mercantilists sought other raw materials. Sugar became a source of wealth, especially for England and France. Tens of millions of pounds of sugar were shipped from the Caribbean to other colonies in North America and also back to Europe. Production was enabled by the introduction of large-scale slave labor. After indigenous populations were depleted by disease and violence, colonial planters turned to African slaves for labor. Slaves were exported to the sugar cane plantations and to southern colonies in North America, where they produced tobacco, rice, and, eventually, cotton. Triangular trade developed in response to these demands for colonial labor.

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Question 3 (continued)

- International competition became an important motive. The Treaty of Tordesillas (1494) divided unclaimed lands between Spain and Portugal. Facing the fact that Portugal had found a water route to India, Spain sent Magellan to find a passage to Asia in 1517. England was concerned about losing ground to competitor nations and chartered the East India Company (1600) to compete with the Dutch. British colonies in Virginia were established to promote England's economic power: Roanoke (1585) to serve as a base for attacking Spanish treasure ships and Jamestown (1607) to find gold and a water passage to the Orient. British desires to consolidate holdings along the Eastern Seaboard required French and Dutch holdings to be controlled or conquered. New Amsterdam was conquered in 1664 and its ownership finalized in 1674. British and French rivalry over key areas in North America, the Saint Lawrence and Ohio River valleys and northern New England, continued until the end of the Seven Years' War (1763). The same was true in India, where both increasingly allowed the *Compagnie des Indes* and the British East India Company to assume government functions. The War of Jenkins' Ear (1739–1743) was fought intermittently over British goods being shipped to Spanish holdings in the Caribbean.
- The New Imperialism was characterized by European assumption of direct control over indigenous peoples rather than indirect control over emigrant settlers. The differences in religion, technology, and cultural practices were often exacerbated by European ideas about racial superiority, cultural superiority, and social Darwinism. Many European powers assumed a civilizing mission, illustrated in Rudyard Kipling's poem, "The White Man's Burden" (1899).
- Imperialism of free trade, or the right of a European country to sell its goods without tariffs or restrictions from the target market, emerged. The Opium Wars with China and the Treaty of Nanking in 1842 granted the British control of Hong Kong, rights of extraterritoriality, and access for British missionaries. After 1860, Britain and France forced China to open more ports and to accept additional foreign influences. At the same time, European governments used tariffs and restrictions to protect their home markets. These stifled competition from India and other Asian markets. In India, British protectionist measures reduced Indian cotton exports from finished products to raw materials, which were then finished in Britain and sold back to Indians.
- Investments in infrastructure were made to ensure easier passage to areas under European control, which also motivated Europeans to acquire more territory. The Suez Canal (1869) was built by the French, but a controlling interest was purchased by the British in 1875 to protect their holdings in India. The Panama Canal was begun in 1881 by the French, although they were forced to sell their interests. Cecil Rhodes envisioned a grand African railway in the 1880s and 1890s connecting South Africa to the Nile, a "Cape to Cairo" connection. Germany financed the construction of a Baghdad Railway in the early 1900s connecting the Mediterranean (and ultimately Berlin) to the Persian Gulf.

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Question 3 (continued)

- Concerned about the balance of power following defeats in the Napoleonic Wars, France invaded Algeria in 1830 and acquired control of Ivory Coast in 1843. After the loss of Alsace-Lorraine in the Franco-Prussian War, France expanded its overseas empire in 1875 by acquiring the French Congo, establishing a protectorate in Tunisia (1881), and acquiring French Sudan (1883). Rules for establishing European territorial claims in Africa were formalized at the Berlin Conference (1884–1885). The French went on to acquire Niger (1890), Guinea (1891), and Chad (1900). Their drive eastward and the British drive southward down the Nile culminated in a standoff at Fashoda (in modern-day Sudan) in 1898. France eventually yielded all claims to the Nile River basin, leaving the area in British control.
- Britain's involvement was largely to protect India and its own economy. The British government assumed control of India following the Sepoy Rebellion in 1857. Queen Victoria was named Empress of India in 1877. Control over the Suez Canal came about in 1875, and concerns over the Nile and its source (discovered in Sudan in 1862) led the British to conquer Sudan in 1899. Britain also had colonies in East Africa, Uganda, and Somalia. British presence in South Africa originated in the early 19th century, but under the influence of Cecil Rhodes British interests expanded north. The discovery of diamonds and gold in the region increased the British presence, causing conflicts with the Boers living in the adjoining Transvaal Republik and eventually leading to the Boer War in 1899.
- Leopold II of Belgium sought African possessions to bolster his country's economy and international prestige. Leopold sent explorer David Livingston into the Congo region in the 1870s; later he lobbied for control of the Congo River basin and was granted recognition of his control of Congo Free State. Leopold's control over the Congolese people was brutal and harsh. He amassed a tremendous fortune in rubber and ivory.
- German popular pressure to expand in Africa conflicted with Bismarck's reluctance to do so, but Germany did establish protectorates in Cameroon, Southwest Africa, and East Africa in 1884 and 1885. Italy established Assab in Eritrea, resulting in the 1894 Abyssinian War, an Italian loss both in terms of money and prestige. Italy also acquired control of Italian Somaliland.

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Write in the box the number of the question you are answering on this page as it is designated in the exam.

The Age of Exploration and the Age of Imperialism both led to the creation of colonies by European countries. However, both of these periods were characterized by starkly different motivations and methods of colonial expansion. ~~During the period 1450-1750, the primary economic, social, and political motives of European nations were the advancement of the mercantilist system, the spread of Christianity, and political competition among rival kingdoms.~~ However from 1850 to 1915, the motivations were vastly different, with economic motivations mainly determined by industrialization and global capitalism, social factors such as Social Darwinism, and political motives to establish "effective rule" over their colonies.

From 1450 to 1750, the economic motives of European explorers were to uphold mercantilism for the benefit of the home country, as well as the search for profitable resources such as spices. For example, Spanish colonialists used the gold and silver reserves in the Americas to strengthen the Spanish economy. They mined great amounts of precious metals, because European governments were very concerned with increasing their nation's gold supply. They also used the land of the

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3

3A-2

Colonial territories to provide raw materials that would thus be manufactured in Europe, and sold back to the colonies.

This system was especially strong in Britain's American colonies, which sought to boost England's economy through the importation of American resources, such as lumber, and exportation of British finished goods, such as textiles and furniture. However, by 1850-1914, the economic system had completely changed. Now imperialistic motives were driven by ~~the~~ the capitalist economy of ~~the~~ Europe after the Industrial Revolution.

Rather than upholding mercantilism, imperialism was used as a way to expand capitalism globally. European powers used their colonies as dependent markets of their manufactured goods, guaranteeing that their products would have a population to be sold to.

They also used the colonies as sources of profitable natural resources, such as oil, which would fuel their manufacturing. This drove powers such as England to establish political spheres over oil-producing nations such as Egypt. They also exploited native populations

to use as labor forces. For instance, in the Belgium Congo, Africans were forced to mine diamonds for King Leopold.

Rather than being ~~the~~ mercantilist in nature, economic motivations of New Imperialism were ~~motivated by~~ driven by capitalism.

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social and religious motives also differed during the two periods. ~~From~~ In 1450-1750, conversions to Christianity were ~~mainly~~ ~~then~~ a main social goal of colonists. For example, Spain sent many missionaries to the New World to spread God's word among native populations. If they refused to accept their beliefs, many were cruelly tortured or killed. However, a new motive appeared from 1850-1914. While colonists still tried to convert natives to Christianity, they were now influenced by social Darwinist beliefs and thought that it was natural for "superior" races, like European whites, to hold authority to "inferior" native races. This led to belief in "The White Man's Burden," or the practice of trying to "civilize" native populations. This caused cultural imperialism, ~~as~~ such as in India, where the British ~~to~~ outlawed traditional practices that they deemed barbaric. While early colonialism and new imperialism were both characterized by religious conversion, European racism introduced a new kind of cultural imperialism.

The political motives of the two periods also differed significantly. From ~~1450~~ 1450 to 1750, European nations were in competition to find resource-rich lands, gold and silver reserves, and

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Other means of profit. Political power was very much tied to the wealth of each nation, so they competed to colonize areas such as the Americas. However, they did not try to establish complete political control over these territories. This changed greatly in 1850-1914. Then, European powers rushed to carve up Africa and establish complete political rule over these countries. Every aspect of rule in these colonies was determined by the home government in Europe, according to the conference of Berlin, which stated that each European power must establish "effective rule" in their imperial holdings. While political motivations were limited to European competition earlier, complete political control in the colonies was a primary factor of New Imperialism.

The economic, social, and political motives of colonial expansion varied significantly from 1450-1750 and 1850-1914. The ~~different~~ differing motives of imperialism were caused mainly by the capitalist system in Europe. The expansioning economy that ~~was~~ required labor forces and dependent markets made the new imperialist system a tool of European industrialists, who exploited the populations of Africa and Asia, as well as the resources of these areas.

#3

Write in the box the number of the question you are answering on this page as it is designated in the exam.

Colonial expansion has shaped Europe for centuries. The two largest periods of expansion were between the years of 1450-1750 and 1850-1914, both similar in goal the motives behind these expansions varied greatly, based mainly on the desires of Europe at that time.

Colonial expansion during the time period of 1450-1750 was based solely on the desires for ~~the~~ gold, glory, and the desire to convert pagans for God. One country who embarked on this journey was Spain, who had the desire to gather goods for their homeland. Spain's expansion was largest in South America where conquistadors such as Pizarro and Cortez were able to overthrow the natives in search for gold. Spain was able to return with overwhelming amounts of both gold and silver as well as animals and crops, resulting in an enriched economy. In a similar way, ~~the~~ Portugal was able to round Africa ~~and~~ first, and enrich their economy with the plentiful spices of the Indies as well as the silver located in Brazil. Overall during this time period economic gain was the driving force of expansion.

During the time period between 1850-1914 expansion went by a different name, imperialism; imperialism was ~~a~~ the ideology that was motivate by the desire to increase landholding of European nations, however there was also underrooted nationalist sparks. The colonization of countries such as Africa, required an organized splitting known as the Berlin conference, where European countries settled on their acquired colonies within Africa, with the sole desire of expanding their holdings and draining them of resources. In a similar way, Britain created a sphere of influence in China in order to indirectly

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control them, allowing for more land and economic gain. Britain was willing to sell the Chinese "opium" just so they would have a stable economic thread in China. Overall, the needs of European nation at this time were to expand their nation for greater long-term wealth.

Colonial expansion shaped Europe to the country we know today, in 1450(-1750) the desire was for gold and spices, however times change and in 1850(-1914) the main motive was expanding. Both time of expansion resulted in great economic wealth for Europe and drastic losses in colonized nations.

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3-C1

The differences between the motives that shaped Exploration and the motives that shaped Imperialism were slight differences between the two.

Exploration motives were mainly caused by the price inflation set by the Italian and Arab middlemen. This caused the search of a direct access to Asia, specifically China and India. Columbus searches for the passage, and finds the Americas. Once they (Europeans) realized what they found, the phrase "Gold, God, and Glory" backed every voyage after. Imperialism motives started a little more economically.

Imperialism motives were mainly caused by the Industrial Revolution. With the rapid industrialization of countries, these countries needed the resources and man power which could be found in colonies. Nationalism then surged, because every ruler/country wanted a colony.

Exploration started economically (trade), and then

Write in the box the number of the question you are answering on this page as it is designated in the exam.

3 3C-2

turned religious, Imperialism started economically (Resource/labour demand), and ended strategically.

Exploration

- Middlemen
- Gold, Glory, God
- Navigational advances
- Nationalism

Imperialism

- Industrial Revolution
- Nationalism
- Strategy/Alliances

AP[®] EUROPEAN HISTORY 2013 SCORING COMMENTARY

Question 3

Overview

The question was designed to measure students' ability to contrast the differences in motives for two periods. It also assessed their historical knowledge of European colonial expansion in those two periods.

Sample: 3A Score: 9

This essay offers a sophisticated thesis that sets up multiple motives and highlights differences between the two periods. There is excellent analysis of mercantilist motives, which effectively underscores mercantilist practices (layering the argument); for the second period the evidence is full and demonstrated analytically (i.e., Social Darwinism and White Man's Burden). The analysis is fully developed on economic, social, and political motives with ample evidence throughout the essay. The essay is particularly effective at deftly delineating the modern formulation of cultural imperialism in a fully developed argument. It received a score higher than 8 because the evidence is fully relevant and presented in sophisticated language. This essay consistently employs specific and relevant evidence, and its argument is fully developed.

Sample: 3B Score: 5

The essay begins with a vague statement of the thesis, but a better attempt is found at the end of the essay, so the argument shows some nuance. It asserts similarity of goals with two differences and offers some good use of specific evidence (Spain in South America, gold and silver, Portugal) in the earlier period. The evidence for the second period is less specific (except for the British in China, which is somewhat inaccurate), and this imbalance kept it in the 5–4 range. It scored higher than a 4 because it does provide specific information and provides more evidence than would be found in essays that received 4 points (Spain and Portugal in the earlier period and the Berlin Conference and the British in China for the later period). The essay is also organized with a clarity not usually seen in essays that receive 4 points. It scored lower than a 6 because of the vague thesis and the lack of explication for some of the evidence provided (e.g., the Berlin Conference is mentioned but not explained), but largely for the imbalance of the analysis.

Sample: 3C Score: 3

This essay offers a minimal discussion of motives. The essay is slight on the differences between the periods and provides only inadequate analysis. It scored higher than a 2 because it mentions Columbus in the 1450–1750 period, and it brings in the Industrial Revolution — more evidence than was present in essays that received 2 points. It also offers a brief analysis of nationalism. It scored lower than a 4 because the attention to the topic is so sparse. The motives are not explained, and the analysis is inadequate. The thesis merely paraphrases and repeats the prompt. The end of the essay is in outline form, and thus could not be credited.