

2017

**AP**<sup>®</sup> CollegeBoard

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# AP European History

## Sample Student Responses and Scoring Commentary

### Inside:

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# AP<sup>®</sup> EUROPEAN HISTORY 2017 SCORING GUIDELINES

## Question 3

### Maximum Possible Points: 6

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

Please note:

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

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

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**Question 3 (continued)**

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

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

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### Question 3 (continued)

#### Examples of Student Responses by Scoring Criteria

##### A. Thesis (1 point)

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

##### Examples of acceptable theses:

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

##### Examples of unacceptable theses:

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

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### Question 3 (continued)

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

##### a) Argument Development — Describes (1 point)

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

##### Examples of acceptable description of similarity and difference:

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

##### b) Argument Development — Explains (1 point)

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

##### Examples of acceptable explanation of reasons for similarity and difference:

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

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### Question 3 (continued)

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

### C. Argument Development: Using Evidence (2 points)

#### a) Using Evidence — Examples (1 point)

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

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

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

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### Question 3 (continued)

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

#### b) Using Evidence — Effective Substantiation (1 point)

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

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

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

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### Question 3 (continued)

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

#### D. Synthesis (1 point)

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

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

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

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

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



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### Question 3 (continued)

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

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

#### **Example of a failed synthesis attempt:**

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

Circle the question number that you are answering on this page.

3 A

1 of 4

Mandatory

1

Circle one

2 or 3

When Christopher Columbus landed in the Americas, he launched a new era of European economics through trade. ~~Even~~ Militarily and technologically more advanced, the Europeans were able to colonize the New World and take advantage of many of its natural resources. While initially the Europeans were concerned with their amount of gold, an economic principle known as mercantilism, Europeans gradually learned that another school of economic thought, liberalism, was a more advantageous practice. Despite the change in attitude, however, the European governments never lost interest in overseas trade. While European governments ~~changed~~ practiced mercantilism from 1650-1750 and adopted a liberal policy of laissez faire in the period 1850-1950, the European powers ~~was~~ maintained an economic interest in other continents.

From 1650-1750 and from 1850-1950, European governments profited heavily off of other areas of the world. From 1650-1750, the trade of sugar cane and foods to Europe and the shipment of slaves created a heavily profitable industry. European governments reaped the economic rewards and increased wealth that came at the expense of African slaves and Native Americans. While slavery was outlawed in most European countries by the early 18<sup>th</sup> century, harsh European control did not change. For example

Circle the question number that you are answering on this page.

3A

2 of 4

Mandatory 1	Circle one 2 or ③
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King Leopold of Belgium exploited the people of his colony the Congo in pursuit of rubber. Leopold commit heinous crimes such as cutting off the hands of children if their fathers could not meet the required rubber yields. Similarly, while direct imperialism was in decline by World War II, many European powers maintained influence in their colonies, such as Great Britain did in India. Not wanting to let go of profit, the British tried to maintain control over the "Crown Jewel" of their empire and its lucrative spices and natural resources. From 1650-1750 and from 1850-1950, European economic impact was strongly felt across the globe in colonized lands and in spheres of influence.

One major change in European governments' role in the economy was the level of restriction the government placed on the economy. From 1650-1750, most Europeans followed an economic practice of mercantilism. Based off of the ideas of one of the French King Louis XIV's ministers ~~the~~ Colbert, mercantilism was an economic principle that a country's wealth could be measured by its amount of gold. Another primary component of mercantilism was that wealth was finite, and so in order to stay strong economically, a country had to export more goods than it imported. This practice led European governments to begin an epic quest for gold. Similarly, the European governments established

Circle the question number that you are answering on this page.

3 A  
3 of 4

Mandatory 1	Circle one 2 or (3)
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Tight tariffs and economic restrictions to ensure that their country produced more than it bought. The policies of mercantilism ultimately created a significant ~~amount~~ amount of government interference in the economy. This practice changed greatly with the adoption of more liberal practices. As outlined in Adam Smith's book *Wealth of Nations*, free trade and little economic interference would guide the economy. Free trade, Smith argued, would act like an invisible hand, and protect the economy on its own. Smith's assertions were far more economically effective, and from 1850-1950, governments loosened their grip over the economic market to promote growth. From 1650-1750 and then from 1850-1950, ~~the~~ the economic change from mercantilism to *laissez faire*, the concept of free trade without interference, made the government regulate the economic market far less.

Throughout history, Europeans used economic principles to exploit other ethnic groups and people. In certain cases such as in the Congo, Europe committed atrocities. However, in general, the result was an ~~interlocking~~ entangling of economies and trade throughout the globe. International economic dependence was a product of European policies. In the global world today, many economically powerful nations rely on one

Circle the question number that you are answering on this page.

3A  
4 of 4

Mandatory <b>1</b>	Circle one <b>2</b> or <b>3</b>
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another for trade. This means that the economy in one country affects that in another. That is why the US housing market crash had disastrous consequences on Europe and the rest of the globe. In modern times, the world economy is interconnected and trade is substantial, and these economic ~~outcomes~~ ~~are~~ are ~~they~~ almost entirely a product of European governments' economic practices.

Circle the question number that you are answering on this page.

3 B

Mandatory

1

Circle one

2 or 3

1 of 3

European governments' roles have changed greatly over the centuries, and nowhere is it so drastic but France. We get the term *lingua franca* from France, but it is clear that not everything had stayed the same. However, some remains solid, like the expectation of a social contract that John Locke laid out so long ago. Overseas expansion ~~was~~ continued to be integral in France's economy, but the responsibility to the citizen, ~~for~~ individual freedoms, and derivation of power has shifted dramatically since the period 1650-1750.

The period from 1650 to 1750 was characterized by French absolutism. Mercantilism was the main push for the economy, and the nobility lived off ~~the top~~ of the huge titles they took from their subjects. Taxes still exist ~~today~~, of course, but the expectation in 1850-1950 became that those taxes would return to benefit them and the prosperity of their nation, and not just a way to keep the open farming land they shared. Like in 1850-1950, the earlier French people would riot in extreme cases, but it was only to bring the price of bread down to a reasonable level. At that point, peasants protested by rioting, and didn't have written demands or the ability to write. In both time periods, France's power was measured by territory and influence. They fought tooth and nail to keep Algeria, which gained its independence around 1962. Indochina, or modern day Vietnam, gave France rubber imports and a connection to the rich trade of Asia. Earlier, France had held territory in Canada and ~~control~~ in the center of the modern day continental U.S. They were defeated partially during the French Indian War — (Napoleon sold the rest a bit later)

Circle the question number that you are answering on this page.

3B

2 of 3

Mandatory 1	Circle one 2 or ③
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They also had slave colonies in Haiti, which would have been trained upon by post-abolitionist 1850-1950 French. Of course, then European powers got boost to their economies from having colonies abroad. It formed a sense of national pride to know that you, a small citizen, was part of an empire. India was the jewel in England's crown, and the Congo a pride of Belgium. Even Holland got in on the division of Africa.

Pride became a theme of governments. In 1850-1950, governments were now seen as "for the people" in a new way. This was a main part of Napoleon III's renovation of Paris under Haussmann's designs. The new plan featured wide ~~streets~~ boulevards, uniform but heavily decorated apartment buildings, and a top notch sewer system. This goes to show how much more important the government had to consider the health of its citizens. This was reflected in economic policy, as bringing good lives and prosperity to the people became an expectation of European governments. Economic socialism was a rising theme, a contrast to the harsh treatment lower classes were subjected to as the focus ~~was~~ was on needs and the force of mercantilism.

During the period of 1650-1750, art was financed by nobility and church, and had wholesome, representational value. By 1850-1950, not only was marketing and consumer culture on the rise, but modernist art that purposely rejected representation was too. This art was by the people, for the <sup>realistic</sup> people - much like the economy of that ~~time~~ time was too. Art is not made in a vacuum and as print and other materials became cheaper and more

Circle the question number that you are answering on this page.

3B

3 of 3

Mandatory 1	Circle one 2 or 3
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Commonplace, the voices of ~~the~~ lower class people began to be heard. Art is a clear example of the shift in American that occurred in between these two periods ~~of the~~ history.  
in



Circle the question number that you are answering on this page.

3C

1 of 2

Mandatory <b>1</b>	Circle one <b>2</b> or <b>3</b>
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The European governments' role in the economy in the period circa 1650-1750 ~~was~~ focused more on ~~the~~ boosting and sustaining the economy while in ~~the~~ 1850-1950, there was a larger focus on preventing the economy from collapsing. However, ~~the~~ both periods shared policies that would help the economy and keep it functioning.

From 1650-1750, there was a much higher focus of the European government on mercantilism and colonization. For example, the British Navigation Acts ~~allowed for~~ demonstrated the focus on mercantilism in ~~the~~ that it ~~helped~~ forced the colonies to trade with Britain. This helped boost the economy by creating trade. ~~The~~ government ~~also~~ implemented ~~acts~~ which ~~would~~ ~~helped~~ ~~boosted~~ ~~the~~ ~~economy~~ ~~by~~ ~~creating~~. In 1850-1950, however, the European government had to prevent the economy from collapsing. For example, the Great Depression ~~played a major~~ led to a huge decline in the economy and the European governments implemented social programs in order to help the people. The ~~depression~~ ~~at~~ start of ~~WWI~~ WWI also helped the European economy as it created more jobs and boosted the economy. The ~~the~~ creation of the Common Market was also a strategy used in order to help the European economy. The Common market helped organize the European Economy ~~and~~ and were the first steps toward the

Circle the question number that you are answering on this page.

3c

Mandatory 1	Circle one 2 or 3
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2 of 2

EU. The Common market is significantly different from 1650-1750 because it united the European economy, unlike the separate economies that each ~~one country~~ country had in 1650-1750. To synthesize the Zollverein was an early step of economic unification like the Common market. The Zollverein created an alliance of states ~~which were~~ and eliminated tariffs in order to boost the economy. However, unlike the Common market, the Zollverein was on a smaller scale, encompassing mostly Germanic states.

The European Government both in 1650-1750 and in 1850-1950 helped boost the economy through trade policies. ~~and~~ However, in 1850-1950, the unification of <sup>the</sup> European economy was a significant difference from the scattered Europe of 1650-1750, the European Gov. played an essential role into forming Europe into what it is today.

# AP<sup>®</sup> EUROPEAN HISTORY 2017 SCORING COMMENTARY

## Long Essay Question 3

### Overview

Long Essay Question 3 required the student to describe and explain a significant similarity and a significant difference between European governments' role in the economy in the periods circa 1650–1750 and circa 1850–1950. The response was expected to contain a historically defensible thesis that addressed all parts of the question and made a persuasive argument about both similarity and difference between the two periods. The essay had to describe and convincingly explain similarity and difference. It had to provide at least two clear examples of Europe-specific evidence germane to the essay question and use this evidence to substantiate relevant historical statements. The essay had to extend its argument by making a valid connection to developments in other regions or time periods, other course themes or approaches to history, or other disciplines. The targeted historical thinking skill for this question was comparison, and responses were required to discuss both 1650–1750 and 1850–1950 and at least one similarity and one difference between these two periods.

### Sample: 3A Score: 6

The response meets the standards for earning all points. The response earned the thesis point by addressing all parts of the question and referring to both periods covered by the prompt, as well as by addressing similarity and difference. The response succeeded in earning both argument development points by using the historical thinking skill of comparison to describe and explain both similarity (colonies and coercive labor systems in both periods) and difference (the change from mercantilism in the first period to economic liberalism in the second). The response earned the first evidence point for addressing the topic using examples and evidence, including the sugar trade, slavery, mercantilism, Colbert, Smith and *Wealth of Nations*, and the economic importance of colonies such as the Belgian Congo and British India. It goes on to make effective use of evidence to substantiate arguments about similarity and difference. The response earned the synthesis point by successfully linking the essay question to another period (recent trends in globalization and economic interdependence).

Thesis: 1

Argument Development: 2

Evidence: 2

Synthesis: 1

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**Long Essay Question 3 (continued)**

**Sample: 3B**

**Score: 4**

The response addresses all parts of the question and earned the thesis point; both periods are addressed and similarity and difference are mentioned in the first paragraph. The response adequately describes similarity and difference for the first argument development point, and it earned the second point by explaining similarity and difference. The similarity is the continuation over the two periods of French colonialism in pursuit of resources and prestige. The difference is a policy shift (again using France as an illustration) linked with new ideas about the role and purpose of government: in 1850–1950 there was more concern with citizens' prosperity, which is contrasted with 1650–1750 and elite exploitation of the laboring poor. The response provides relevant examples and earned the first evidence point, but it does not use evidence well enough to have earned the point for substantiation because arguments are not adequately supported. There is an effort at synthesis, with reference to art, but this is not successfully related to the essay topic.

Thesis: 1

Argument Development: 2

Evidence: 1

Synthesis: 0

**Sample: 3C**

**Score: 3**

Though weak, the thesis statement does just enough to have earned the point because it includes similarity and difference, refers to both periods, and mentions basic issues that are discussed, albeit patchily, in the body of the essay. The response did not earn any points for argument development because similarity and difference are not adequately described or explained. Examples and evidence earned the first point for use of evidence, with references to mercantilism, colonies, Britain's Navigation Acts, tariffs, and the Great Depression, but there is not enough effective substantiation of arguments to have earned the second point. The response earned the synthesis point by successfully making a connection with another period, the development of the post-1950 common market in Europe leading to the EU.

Thesis: 1

Argument Development: 0

Evidence: 1

Synthesis: 1