
AP European History

Sample Student Responses and Scoring Commentary

Inside:

Long Essay Question 2

- Scoring Guideline**
- Student Samples**
- Scoring Commentary**

AP[®] EUROPEAN HISTORY

2018 SCORING GUIDELINES

Question 2 — Long Essay Question

“Evaluate the extent to which Europe’s interactions with its overseas colonies in the period 1500 to 1650 differed from its interactions with its overseas colonies in the period 1815 to 1914.”

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 extent to which Europe’s interactions with its overseas colonies in the period 1500 to 1650 differed from its interactions with its overseas colonies in the period 1815–1914, with some indication of the reasoning for making that claim.</p> <ul style="list-style-type: none"> • “While early colonialism from 1500-1650 was similar in its exploitation of the Natives and sudden obsession with newly found goods to its counterpart in 1815-1914 it differed in the grounds of how European people immersed themselves in the colonies’ culture.” • “Europe’s interactions with its overseas colonies did not differ extremely from the period 1500 to 1650 and the period 1815 to 1914. On a broad level we see imperialism evident as many European countries had colonies overseas that they economically and culturally changed for their own benefit. This is consistent throughout all eras of imperialism.”
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 differences in European interactions with overseas colonies between the period 1500 to 1650 and the period 1815 to 1914.</p> <p><i>Examples of context might include the following, with appropriate elaboration:</i></p> <ul style="list-style-type: none"> • Voyages of exploration • American Revolution • Industrial Revolution • Decolonization

AP[®] EUROPEAN HISTORY
2018 SCORING GUIDELINES

Question 2 — 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 European interaction with overseas colonies in the period 1500 to 1650 and/or the period 1815 to 1914.</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"> • Jesuit missions • Spanish conquistadores • The Scramble for Africa • Social Darwinism/White Man’s Burden
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 extent to which Europe’s interaction with overseas colonies differed, 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 the 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 differences in European interactions with overseas colonies between the period 1500 to 1650 and the period 1815 to 1914.</i></p>	<p><i>Examples of using historical reasoning might include:</i></p> <ul style="list-style-type: none"> • The change from Spain and Portugal as dominant colonial powers to England, the Netherlands, and France • The changes in settlement patterns in overseas colonies • The differing forms of state and local resistance to European rule • The changing ideological rationales for overseas expansion <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 significant changes in colonial interactions while also acknowledging ways in which those interactions remained consistent with earlier patterns • Explaining changes over time in different European countries’ relations with overseas colonies • Explaining relevant and insightful connections within and across the periods 1500–1650 and 1815–1914 • 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 <p><i>This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.</i></p>

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

AP[®] EUROPEAN HISTORY

2018 SCORING GUIDELINES

Question 2 — Long Essay Question (continued)

Scoring Notes

Introductory notes:

- Except where otherwise noted, each point of these rubrics is earned independently; for example, a student could earn a point for evidence without earning a point for thesis/claim.
- **Accuracy:** The components of these rubrics require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity:** Exam responses should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.

Note: Student samples are quoted verbatim and may contain grammatical errors.

A. Thesis/Claim (0–1 point)

Responses earn **1** point by responding to the prompt with a historically defensible thesis or claim about the extent to which European interactions with overseas colonies differed between the period 1500 to 1650 and the period 1815 to 1914.

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.

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

Examples of acceptable theses:

- “In search of new trade routes, Europe took advantage of the “new lands” they discovered in the 1500s and 1600s (The Americas) and colonialism, gradually over time evolved into a much more grandiose and physically expansive form of colonialism: imperialism. As colonialism evolved into imperialism over time, the approach toward economics, the extent of expansion and understandings of decolonization changed as well. Thus, Europe’s interaction with overseas colonies in the 16th and 17th centuries is more different in the approach to colonialism compared to that of European interaction in the 19th and 20th centuries.” (*The response makes a historically defensible claim that addresses the extent of change and indicates the reasoning for that claim.*)
- “Europe’s interactions with oversea [*sic*] colonies in the period 1500 to 1650 differed from the period 1815 to 1914 because of the economic status, resources, and even religion and social standpoint.” (*This minimally acceptable thesis makes a historically defensible claim and indicates the reasoning for making that claim.*)

AP[®] EUROPEAN HISTORY

2018 SCORING GUIDELINES

Question 2 — Long Essay Question (continued)

- “Since the main motive for overseas expansion was economic gain, eras 1500-1650 and 1815-1914 have great similarities regarding the extent of European interaction.” (*This minimally acceptable thesis that makes a historically defensible claim and indicates the reasoning for making that claim.*)

Examples of unacceptable theses:

- “In evaluating the differences between the first and second wave of imperialism, it becomes clear that there are certain broad similarities as well as key differences in Europe’s relationship with its colonies during these times, contributing to waves which were broadly similar and yet very different.” (*While the response offers a historically defensible claim, it offers no indication of a specific line of reasoning. If this statement was immediately followed or preceded by another sentence suggesting a valid reason for taking this position, then it would earn the point.*)
- “Europe took to imperialism starting the 1500s. They began to colonize many countries, especially in Africa & take what they could give. It took a transition once entering 1815, as while they used to just take & take from their colonies, they began to change that aspect & not have as too much involvement in their colonies as they used to.” (*The statement is not historically defensible.*)
- “Over time Europe’s relation with its overseas colonies has changed dramatically. Colonies go from completely dependent to independent nation-states. Money-seeking Spaniards quickly turned into colony founders building industrialized cities.” (*The statement is chronologically incorrect, and therefore not defensible.*)
- “In the two time periods from 1500 to 1650 and 1815 to 1914, Europe’s interactions differed with its overseas colonies. One way it differed is socially. Another way it differed is economically. Lastly, it differed in terms of militarily.” (*While the response offers a historically defensible claim, the categories for reasoning are generic and unsupported.*)

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, during, or continued after the time frame circa 1500–1650 and/or 1815–1914. This point is not awarded for merely a phrase or a reference.

To earn the point the response must accurately describe a context relevant to differences in European interactions with overseas colonies between the period from 1500 to 1650 and the period from 1815 to 1914.

Examples might include the following, with appropriate elaboration:

- The voyages of exploration by Columbus and da Gama
- The American Revolution
- The Industrial Revolution
- Decolonization

AP[®] EUROPEAN HISTORY

2018 SCORING GUIDELINES

Question 2 — Long Essay Question (continued)

Examples of acceptable contextualization:

- “Advances in cartography and shipmaking such as the stern-post rudder, lanteen [*sic*] sail and magnetic compass allowed for European ships to trade with foreign lands and to begin to create the first global economy.”
- “From 1650-1815 many of Europe’s colonies had become independent like the United States, parts of South America, and Mexico. Slowly but surely Europe lost it’s [*sic*] colonies in the Americas. By late 1800’s and early 1900’s European countries were colonizing Africa, India, and parts of Asia.”
- “After the Second World War, the nations of the oppressed [*sic*] countries in Africa and Asia finally had the chance to decolonize due to Europe having to focus on rebuilding and leaving much of its power to hold on to the colonies lost. The decolonization movement finally ended the European nations’ power.”

Examples of unacceptable contextualization:

- “As Enlightenment ideals began to seep into these colonies the natives [*sic*] populations sometimes tried to resist. But these rebellions were quickly shut down by powerful and growing European militaries.”
(The response vaguely references the Enlightenment and does not provide linkage between Enlightenment ideals and the rebellions.)
- “It might be argued that because of early colonization practices, minority groups are still treated with disdain by white majority today. But it can definitely be argued that without colonization, our world would not have grown largely as big.”
(The response vaguely references modern-day racism with insufficient elaboration.)

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 the extent to which European interactions with overseas colonies differed between the period 1500–1650 and the period 1815–1914. These examples of evidence must be different from the information used to earn the point for contextualization.

Typically, statements credited as **contextualization** will be more general statements that place an argument or a significant portion of it in a broader context. Statements credited as **evidence** will typically be more specific information.

Examples of evidence used might include the following:

- The establishment of Portuguese trading posts and forts in the Indian Ocean
- The Spanish conquest of the Aztecs and Incas
- The Columbian Exchange
- Mercantilist vs. free-trade policies
- The growth of overseas migration from Europe

© 2018 The College Board.

Visit the College Board on the Web: www.collegeboard.org.

AP[®] EUROPEAN HISTORY

2018 SCORING GUIDELINES

Question 2 — Long Essay Question (continued)

- The Scramble for Africa
- The establishment of joint-stock companies chartered by the state, such as the Dutch and British East India Companies

Examples of evidence relevant to the topic:

- “Britain sent families to colonize the Americas, while France sent fur traders, and Spain sent conquistadors.”
- “The concept of Social Darwinism and the duty of the white man to civilize the unfit races of the world seen in Rudyard Kipling’s “White Man’s Burden” was also a major factor in European imperialism circa the years 1815-1914.”
- “The Berlin Conference organized by Otto von Bismarck shows the scramble for European nations to obtain valuable raw material [*sic*] in Africa.”

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 the extent to which European interactions with overseas colonies differed between the period 1500–1650 and the period 1815–1914.

Examples of successfully supporting an argument with evidence:

- “The 1815-1914 period, however, was mostly where European nations contested by squeezing money out of Africa and Asia to further their own agendas. African nations were arbitrarily cut with no regard to the indigenous populations in order to have a fast and easy way to make money for their European overlords. India was mostly controlled by Great Britain, and China was split by Britain, France, and others. The Africans made money for Europe by selling slaves, doing manual labor such as mining or farming on plantations. Other African “colonies” were extorted every month. India was a cotton manufacturing machine. China, Arabia, and the East Indies were all made into trade intensive places with China being controlled by Britain’s opium shipments. During this period, the missionaries sent to the colonies were few in number, so religion did not really take hold in Africa and Asia. The European nations spent the period 1815-1914 vying for power in the money it could make from their colonies.”
(The response uses specific pieces of evidence in accurate support of an argument that addresses the prompt.)

AP[®] EUROPEAN HISTORY

2018 SCORING GUIDELINES

Question 2 — Long Essay Question (continued)

- “In the period from 1815 to 1914 colonies were primarily governed by trading companies or puppet government. The British Raj is a prime example of this type of rule. The British Raj was run by the British East India Trading company. The company established a puppet government of officials elected from India itself to run the country provided that they answer to the East India Company which answered to the British government.” (*The response uses specific pieces of evidence in accurate support of an argument that addresses the prompt.*)

D. Analysis and Reasoning (0–2 points)

Historical Reasoning

Responses earn **1** point by using historical reasoning to frame or structure an argument that addresses similarity and/or difference by making an argument for the extent to which European interactions with overseas colonies differed between the period 1500–1650 and the period 1815–1914. To earn this point the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven, imbalanced, or inconsistent.

Examples of explaining the historical relationship might include:

- Explaining the differences between the two by comparing the economic motivations in each period
- Explaining the changing nature of European imperialism by discussing the changing role of religion
- Explaining the changing scale of European imperialism in expanding from trading posts in Asia and Africa in the early period to large-scale empires and colonies in the later period

Examples of using historical reasoning:

- “Old Imperialism was all about creating new world colonies and sending people there to live and also control useful resources ... New Imperialism focused on behind the scenes control. Examples of this are Belgian Congo where the population stayed mostly natives, but Belgium used it for resources.” (*The response establishes a structure for analyzing differences between both periods.*)
- “Lastly, another difference is how the Europeans affected the colonies. In 1500-1650, the Europeans brought diseases to the colonies and wiped out entire tribes of indigenous people. However in 1815-1914, they came with the idea of the “White Man’s Burden” and sought to improve the lives of the people in the colonies. They converted them and provided them with a civilization unlike anything they were used to.” (*The response makes a direct contrast between both periods.*)

OR

Complexity

Responses earn **2** points by demonstrating a complex understanding of the differences in European colonial relationships during the two periods through using evidence to corroborate, qualify, or modify an argument that addresses the question.

AP[®] EUROPEAN HISTORY

2018 SCORING GUIDELINES

Question 2 — Long Essay Question (continued)

Demonstrating a complex understanding might include:

- Explaining the nuance of an issue by analyzing changes in European interactions with overseas colonies while noting the continuities in those interactions
- Explaining similarities and differences between colonial interactions of different European nations
- Explaining significant continuities in European interactions while also acknowledging the changing nature of those interactions by the end of the 19th century
- Qualifying or modifying an argument by considering evidence that supports an alternate position from the position established in the thesis

Examples of complexity:

- “In both of the periods, need for raw materials and luxury goods prompted colonization. During the first period, there was a growing demand for luxury goods, that sometimes colonies could only provide. Europeans became dependent on coffee & sugar, which were grown on plantations in colonies. Colonies in Asia could also provide silks & expensive spices to the high society of Europe. Every European country was motivated by this because it opened the door on endless economic opportunities & gains. During the second period, colonization was driven by the high demand of raw materials during the first & Second Industrial revolutions. For examples, the invention of cars during the 2nd Industrial Revolution led to the need for rubber, which was supplied by King Leopold of Belgium’s horrible crimes in his personal Congo “free” state. This inspired colonization for the same reason as the luxury goods as the first period did. The growing market economy needed supplies & whichever government provided these supplies would benefit immensely. Europe’s interactions with colonies differed between the two periods because the first was mainly about glory and labor, while the second was more concerned with trade & racial superiority. The main goals of the first period was state glory, which many states found through discovering of new lands & peoples. For example, Henry the Navigator brought glory to Portugal with his fundings of expeditions up and down the coast of Africa.”
(The response analyzes both similarities and differences with substantial evidence throughout.)
- “In 1500 to 1650, one of the main interactions of Europeans in the Americas with their colonies was to spread Christianity. This has many examples, the Spanish being one of them. As this was around the time of the Spanish Inquisition, Spanish conquistadors converted natives of the empires and tribes they conquered. One example of this is the conversion of the Aztecs to Christianity. When Hernán Cortés conquered the Aztecs, conversions of their people began almost immediately. The same occurred in its capital in South America with Pizarro’s defeat of the Inca. This process also occurred in British colonial holdings, many of which sought to convert natives and slaves that were not killed. The policies of European powers with their colonies in 1850 to 1914 changed significantly. Instead of directly seeking to spread Christianity, this being done by individual missionaries, European states sought to consolidate their control of African and Asian territories and left conversion to the Church. One example of this is British India, in which Hindus and Muslims remained the majority despite

AP[®] EUROPEAN HISTORY

2018 SCORING GUIDELINES

Question 2 — Long Essay Question (continued)

British rule. Britain was more concerned with preserving its political and economic power, as shown by the Sepoy Rebellion of the 1850s which caused the British government to take direct control of India from the British East India Company. Another example of this is King Leopold's Congo. King Leopold of Belgium privately owned the Congo in Africa, and it was only transferred to Belgium later. As its owner he did not seek to spread Christianity, but instead he used the labor of the Congolese to extract resources and enrich himself. While Europeans originally placed importance on faith in interactions with their colonies, they eventually came to place more importance on the economic and political gains they could make in colonizing.”

- Nuance: The response contains multiple variables in analyzing differences, including Spanish and British colonialism in the early period and British and Belgian imperialism in the later period. The response does not merely describe the variables but rather analyzes why various imperial nations interacted with indigenous peoples.

(Explains the nuance of an issue analyzing the way multiple imperial powers chose to deal with religion in the colonies)

- Insightful connections across periods: The response analyzes how the Spanish and British sought to Christianize indigenous peoples in the early period but allowed them to maintain their own religion in the later period.

(Contrasts the way that imperial powers dealt with religion in the colonies between the two periods)

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

Mandatory 1	Circle one 2 or 3 or 4
-----------------------	--

2A-1

In the late 15th century, Europeans began sending explorers out to other parts of the world, specifically the Americas. This began with Ferdinand and Isabella of Aragon and Castille sending Christopher Columbus to "India" in 1492 which led to the discovery of North ~~America~~ America by the Europeans. This then began an era of rapid colonization of the "New World" by competing European powers. Prior to 1815, Europe was plagued by the Napoleonic Wars started by France (Napoleon), who was trying to dominate many European nations with its archrival being Great Britain. Napoleon was finally defeated after the Battle of Waterloo which led to the Congress of Vienna in 1815 to stabilize Europe. Because Europe was stabilized by the concert system, it began looking to expand territory in other parts of the world in the form of colonies. Although European nations colonized other parts of the world in 1600-1650 and 1815-1914 for many of the same reasons such as acquiring raw materials, spreading their Christian religion, and competing with other European nations to acquire more territory, there were several key differences in colonization throughout the two periods such as mostly the Catholic religion being evangelized in the early colonial period to mainly the Protestant religion being spread in the later colonial period, acquiring new naval bases as a cause of

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

Mandatory

1

Circle one

2 or 3 or 4

2A-2

the new colonial period, and subjecting the natives to forced labor in the new colonial period as not the old one.

In the early colonial period in 1600-1650, mostly Catholic missionaries were being sent to the Americas specified by the Spanish and French. The Spanish sent Catholic missionaries to all new Spanish colonies to forcefully convert ~~them to~~ the Native Americans to Catholicism.

This was resisted by the Natives and led to some revolts such as the ~~1680~~ Pueblo Revolt in New Mexico (modern day) which was a reaction towards the forced conversion to Catholicism. The French sent

Jesuit missionaries to the Canadian ~~the~~ region to spread Catholicism there in the early colonial period as well. In the period of "New Imperialism" from 1815-1914 mostly Protestant missionaries were sent to evangelize into Africa, Asia, and the Pacific. One such missionary was David ~~and~~ Livingstone who went to Africa to preach the Protestant religion to the natives.

Another key difference is that the early colonial power subjected ~~their~~ natives in the land they colonized to forced labor such as the Spanish subjecting the Native Americans to encomienda systems, which were forced labor contracts. This type of forced labor did not occur in the age of "New Imperialism" although the natives were often dominated and not ~~even~~ treated as equals.

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

Mandatory

1

Circle one

2 or 3 or 4

2A-3

~~2A-3~~ In the later colonial period of 1875-1914, overseas territories were acquired to get more military bases and navy bases to build up the power of that nation's navy to assert more world dominance. This was exemplified in the writings of Alfred T. Mahan who believed nations should acquire navy bases all over the world because more navy power means more world prominence. The regions that were colonized also differed between the two time periods. In the early period, mostly ~~North and South~~ The Americas were being colonized while in the later periods the European ~~and~~ nations were colonizing Africa, the Pacific, and Asia. This can be seen with France taking over many African nations such as Algeria and Morocco.

Although there were several key differences, there are also many similarities between the ~~and~~ European colonies of the two time periods. In both periods, the Europeans wanted to acquire raw materials that they can use to fuel their economies. In the earlier period, sugar was brought from the West Indies for example and in the late period, ~~sugar~~ ~~was~~ sugar was brought from Hawaii. Although the earlier period used the raw materials to facilitate their mercantilist policies where Spain brought back gold and silver from Peru and

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

Mandatory

1

Circle one

2 or 3 or 4

2A-4

In the later period, Europeans used the raw materials to fuel their industrialization during the Second Industrial Revolution, they both acquired raw materials native to foreign places. They also had feelings of superiority above the natives in both periods with labor fueling it in the early period and Social Darwinism fueling it in the late period. The European nations also sought to acquire more territories in both periods as competition among the different European nations. This can be exemplified in the early period between the French and British in the French and India War in 1750 and in the late period with the Fashoda Incident when Britain and France raced to acquire territories in Africa in the late period.

There were several similarities between colonization in the two periods but also many differences. The age of colonization ended after World War II when the Allies realized they could no longer promote world peace and democracy while subjugating and controlling other nations. Britain reluctantly granted India independence in 1947 and France proceeded to give up all its colonies reluctantly such as

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

Mandatory 1	Circle one 2 or 3 or 4
-----------------------	--

2A-5

Algeria and Vietnam, making room for self deter-
mination in the post-war world

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

Mandatory

1

Circle one

2 or 3 or 4

ZB-1

Throughout history, colonization has been present frequently in numerous occasions in European interaction with foreign regions. Christopher Columbus in 1492 first was aided by King Ferdinand and Queen Isabella to travel to the alleged Asia, only to realize it was America. His main priorities was to rich his home country, glorify himself, and promote a catholic religion in his conquered lands. This beginning of colonizing overseas colonies began to ~~be~~ a new economic system, mercantilism. However while the age of discovery was mainly ~~for economic reasons~~ just taking place in Spain, from 1500-1650, overseas colonies from 1815-1914 began to be popular in almost every single European power. ~~Overseas colonies in the period 1500~~ → Europe's interactions with its overseas colonies were different because of it only evolving Spain from 1500-1650, and it beginning to take place in every single European power from 1815-1914.

Europe's interaction with its overseas colonies in 1500-1650, also known as the age of discovery was majorly promoted in Spain and influenced economic systems like mercantilism. Christopher Columbus "founded" America and used the indigenous people as slave laborers or got wealthy by the slave trade market. He wanted to ~~to~~ enrich his country with gold and silver and that just motivated him and other explorers to corrupt the lands to gain a mercantilistic advantage over other countries. This age of discovery led to the discoveries of gold, silver, new animals, new food, and raw materials which benefitted the ~~state~~ non-indigenous people. This led ~~to~~ to Spain's political power becoming ~~is~~ superior in naval power and economically ~~is~~ superior of other countries, unlike in 1815-1914, European interactions expanded not only Spain but almost every single European power.

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

Mandatory 1	Circle one 2 or 3 or 4
-----------------------	----------------------------------

ZB-2

Europe's interaction with its overseas colonies in 1815-1914 became way more global. Almost every single power was involved. France conquered the majority of the tip of Africa and Britain with India and Egypt. Belgium conquered ~~some~~ the middle portion creating the Belgian-congo. Almost every square inch of Africa and some of Asia was colonized by Europe. This was civilly monitored at the Berlin Conference, where Bismarck thought it wise to talk about certain restrictions and guidelines of the colonized regions to NOT start up wars with one another. Kaiser Wilhelm of Germany even kicked Bismarck out of office from thinking he ~~wasn't~~ ~~he~~ didn't thinking imperializing and colonizing was that important. Leopold II of Belgium viciously attacked the people in hopes for getting wealthy by the rubber there. Social Darwinism was promoted to justify the imperialization. This shows how the 1815-1914 colonization was much bigger in 1815-1914

Circle the question number that you are answering on this page. 20-1

Mandatory

1

Circle one

2 or 3 or ~~4~~

~~When the Americas was discovered it was mainly used as a source of trade and opportunity to earn money out of. But as ~~the~~ the United States started becoming stronger it was a dominant power in the world. In the period 1918 to 1939 the relationship between~~

Many big European power utilized it overseas colonies for income and materials they needed. Because many of the colonies were weak they needed Europe's help to keep up their economies. Europe's interactions with its colonies in the period 1500 to 1650 was merely for trade and money but in the period 1815 to 1914 there were tensions as colonies started to seek independence.

In the 14th and 15th centuries, Europe and its ^{overseas} colonies had a mutual understanding as to where the colonies would give materials and goods to the European nations in trade of money so they could sustain their economy and make it grow. As many of the colonies were weak and could not have their own ~~own~~ government and had to be ruled by other major powers like the European countries. For example, Britain ruled India and India would give Britain goods such as spices, silk

Mandatory

1

Circle one

② or 3 or 4

and gold. And India would take the money from Britain and use it to help their economy and help grow.

During the 17th and 18th centuries, overseas colonies started wanting to have their own systems of governments. This was called self-determination. Self-determination was the idea of seeing your own system of ruling and believing in wanting to do so. Also, the United States was aiding these colonies and encouraging them to have independence. Also, European countries started becoming weak due to long and extensive wars. ~~and~~ So, they were aware that they were not strong enough to fight against these colonies. Due to Europe's weakness and the colonies desire ~~to~~ of independence there were tensions between the two.

Overall, the interactions between Europe and the overseas colonies started off mutual and for the benefit of the other ~~with~~ but then ~~became~~ ^{turned} into the colonies wanting their own sense of independence.

AP[®] EUROPEAN HISTORY 2018 SCORING COMMENTARY

Question 2 — Long Essay Question

Overview

The LEQ asks students to formulate a thesis/argument in response to a prompt about a particular historical development or episode in European history. In 2018 each LEQ asked students to compare developments between periods or compare events from different periods in European history. LEQs require students to formulate arguments, utilize evidence, address historical context, and display an ability to employ historical reasoning skills. In the case of LEQ 2, responses were expected to demonstrate historical reasoning, specifically analyzing differences and similarities in Europe’s interactions with its overseas colonies during two distinct periods: 1500–1650 and 1815–1914. Responses were expected to frame an argument by analyzing both time periods and to support an argument with specific evidence that related to European interactions with overseas colonies. Responses were expected to analyze how encounters between Europe and the wider world shaped European and non-European societies. These themes are addressed in Key Concepts 1.3.III and 3.5.III of the curriculum framework. Responses were assessed on the extent to which they performed in the following four categories: thesis and/or claim, contextualization, evidence, and analysis and reasoning.

Sample: 2A

Score: 6

The response provides a comprehensive thesis that compares and contrasts both time periods with several lines of reasoning — raw materials, the spread of Christianity, imperial competition, and subjugation of native peoples. Substantial contextualization exists in the introduction: first, Columbus’s expedition and the Age of Exploration led to colonization of the New World and, second, the resolution of the Napoleonic Wars, which led to renewed interest in expanding European influence abroad. A third example of contextualization is located in the conclusion with a discussion of decolonization after World War II. An abundance of evidence supports the arguments (differences and similarities), including Catholic missionaries, Jesuits, David Livingstone, *encomienda* system, Alfred T. Mahan, French Algeria and Morocco, the sugar trade, mercantilism, the Second Industrial Revolution, Social Darwinism, and the Fashoda Incident. The response effectively compares *and* contrasts both time periods with strong analysis supported by a nuanced use of multiple pieces of evidence, thus it earned the complexity point for analysis and reasoning.

Thesis: 1

Contextualization: 1

Evidence: 2

Analysis and Reasoning: 2

Sample: 2B

Score: 4

The response presents a thesis that is not historically defensible, as it claims Spain is the only colonial power from 1500–1650; therefore, it did not earn the thesis point. The successful linkage of Columbus’s expedition and the acquisition of “overseas colonies” earned 1 point for contextualization. Several pieces of evidence are provided in support the argument, including Columbus in America; mercantilism; various goods in the Atlantic trade; French, Belgian, and British colonization; the Berlin Conference; and Social Darwinism. The response frames an argument by providing a structure by contrasting both periods and earned the first point for

AP[®] EUROPEAN HISTORY

2018 SCORING COMMENTARY

Question 2 — Long Essay Question (continued)

analysis and reasoning. There is no evidence of complexity in the response, which, therefore, did not earn the second analysis and reasoning point.

Thesis: 0

Contextualization: 1

Evidence: 2

Analysis and Reasoning: 1

Sample: 2C

Score: 1

The response earned 1 point for a minimally acceptable thesis in the introduction that contrasts the two periods and establishes a line of reasoning: the early period is for “trade and money,” and the later period is marked by tensions when colonies seek to become independent. There are no evident attempts at contextualization. The response contains numerous historical errors. Only a single piece of evidence provided in the response is relevant, British rule in India, and two pieces of relevant evidence are required to earn the evidence point. The response attempts to create a structure by contrasting both periods but fails to provide historically defensible analysis because the evidence is erroneous.

Thesis: 1

Contextualization: 0

Evidence: 0

Analysis and Reasoning: 0