

2023



AP[®] European History

Sample Student Responses and Scoring Commentary Set 1

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Long Essay Question 3

- Scoring Guidelines**
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Question 3: Long Essay Question, Econ Imperialism 19th Century Change

6 points

General Scoring 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the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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 essays 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.

Evaluate the most significant change in Europe's economic relationship with the rest of the world during the 1800s.

Reporting Category	Scoring Criteria			
<p>Row A Thesis/Claim (0-1 points)</p>	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.</p>		
Decision Rules and Scoring Notes				
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<p>Additional Notes:</p> <ul style="list-style-type: none"> • The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs). • The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period. 				

Reporting Category	Scoring Criteria			
<p>Row B Contextualization (0-1 points)</p>	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Describes a broader historical context relevant to the prompt.</p>		
Decision Rules and Scoring Notes				
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<p>Additional Notes:</p> <ul style="list-style-type: none"> • 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. • To earn this point, the context provided must be more than a phrase or reference. 				

Reporting Category	Scoring Criteria		
<p>Row C Evidence (0-2 points)</p>	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Provides specific examples of evidence relevant to the topic of the prompt.</p>	<p>2 points Supports an argument in response to the prompt using specific and relevant examples of evidence.</p>
Decision Rules and Scoring Notes			
<p>Responses that do not earn points:</p> <ul style="list-style-type: none"> Identify a single piece of evidence. Provide evidence that is not relevant to the topic of prompt. Provide evidence that is outside the time period or region specified in the prompt. Repeat information that is specified in the prompt. <p>Examples that do not earn points:</p> <p>Provide evidence that is outside the time period</p> <ul style="list-style-type: none"> “European states developed joint stock or East India companies to manage trade and colonies in Asia.” 	<p>Responses that earn 1 point:</p> <p><u>Identify at least two specific historical examples</u> relevant to the topic of the most significant change in nineteenth-century Europe’s economic relationship with the rest of the world.</p> <p>Examples of evidence that are specific and relevant include the following (two examples required):</p> <ul style="list-style-type: none"> The Industrial Revolution The Scramble for Africa European colonies in Asia Examples of goods or resources extracted from colonies Imperial competition between European states Economic imperialism Independence movements in Latin America Medical and technological advances Abolitionism Critiques of imperialism Settler colonies <p>Example of a statement that earns one point for evidence:</p> <ul style="list-style-type: none"> “Throughout the century, industrial production in England required resources and markets from overseas. Settler colonies in Canada, Australia, and New Zealand provided food and other raw materials such as wool and timber to England and bought finished English products in return.” (Provides two specific pieces of historical evidence relevant to the prompt) 		<p>Responses that earn 2 points:</p> <p><u>Use at least two specific historical examples</u> to support an argument regarding the most significant change in nineteenth-century Europe’s economic relationship with the rest of the world.</p> <p>Examples that successfully support an argument with evidence:</p> <ul style="list-style-type: none"> “The Scramble for Africa was triggered in part by King Leopold’s claim to the Belgian Congo. Like earlier imperialism, the Belgians exploited native labor to extract resources, in this case ivory and rubber.” (Functions as part of an argument that resource extraction was part of a change in the nineteenth century) “Europeans remained fascinated with potential markets in Asia, especially China and Japan, and made forceful efforts to open those markets throughout the nineteenth century, which contributed to conflicts such as the Opium Wars.” (Presents a topic sentence making a specific statement about Asian trade, followed by an example of an effect of that push to open markets in Asia) “European economic policies and behavior in the world was challenged throughout the nineteenth century. In the first half of the century abolitionists sought to end the slave trade and the plantation system, and in the second half, antiimperialists called out abuses in the Belgian Congo and other places that violently forced locals to work on Europeans behalf.” (Presents a topic sentence making a general statement about challenges to economic policies, followed by two examples of critiques of European behavior in the rest of the world)

	<p>Additional Notes:</p> <ul style="list-style-type: none"> Typically, statements credited as evidence will be more specific than statements credited as contextualization. If a response has a multipart argument, then it can meet the threshold of two pieces of evidence by giving one example for one part of the argument and another example for a different part of the argument, but the total number of examples must still be at least two. 		
Reporting Category	Scoring Criteria		
Row D Analysis and Reasoning (0-2 points)	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Uses historical reasoning (e.g., comparison, causation, continuity, and change) to frame or structure an argument that addresses the prompt.</p>	<p>2 points 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 question.</p>
	Decision Rules and Scoring Notes		
	<p>Responses that do not earn points:</p> <ul style="list-style-type: none"> May include evidence but offer no reasoning to connect the evidence to an argument. May assert the use of historical reasoning but do not use it to frame or structure an argument. 	<p>Responses that earn 1 point:</p> <p>Must demonstrate the use of historical reasoning to frame or structure an argument about the most significant change in nineteenth-century Europe’s economic relationship with the rest of the world.</p>	<p>Responses that earn 2 points:</p> <p>May demonstrate a complex understanding in a variety of ways, such as:</p> <ul style="list-style-type: none"> Explaining the nuance of an issue by analyzing multiple variables. Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects. Explaining relevant and insightful connections within and across periods. Confirming the validity of an argument by corroborating multiple perspectives across themes. Qualifying or modifying an argument by considering diverse or alternative views or evidence.

<p>Examples that do not earn points:</p> <p>Provide evidence but offer no reasoning to connect the evidence to an argument</p> <ul style="list-style-type: none"> • <i>“The Congress of Berlin was organized by Bismarck.”</i> • <i>“Indian soldiers rebelled against the British in 1857.”</i> 	<p>Using a historical thinking skill to frame or structure an argument could include:</p> <ul style="list-style-type: none"> • Using continuity and change over time reasoning to explain the most significant economic change in nineteenth-century Europe’s economic relationship with the rest of the world • Structuring an argument thematically to highlight changes in different geographical areas of the world, such as the push of Europeans from trading ports into the interior of Asia. • Arranging an argument to recount developments over the course of the period showing a long-term change. <p>Examples of acceptable use of historical reasoning:</p> <ul style="list-style-type: none"> • <i>“The need for markets for industrial goods was a key change of the nineteenth century, which led to the creation of formal settler colonies.”</i> (Uses CCOT reasoning to highlight an economic change in the 1800s. This statement would need to be followed with at least a minimal elaboration of this reasoning.) • <i>“Europeans went from trading posts on the coast to opening the interior of Africa over the course of the century, in the quest for new resources.”</i> (Uses CCOT reasoning to highlight a change in Europe’s relationship with Africa. This statement would need to be followed with at least a minimal elaboration of this reasoning.) 	<p>Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> • Explaining differences in the changes in Europe’s economic relations with different parts of the world. (Provides insightful connections within and across geographical spaces) • Explaining the interactions between continuities and changes during the nineteenth century, such as changes in the types of raw materials being sought. (Explains nuance, multiple variables.) • Evaluating whether the continuities in the nineteenth century were more significant than the changes. (Qualifies or modifies an argument) • Considering political and social changes during the nineteenth century, and how they relate to economic changes. (Confirms the validity of an argument by corroborating multiple perspectives across themes)
<p>Additional Notes: This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.</p>		

During the 1800s the most significant change in Europe's economic relationship with the rest of the world was the final transition of Europe from a trading partner with the east (Africa and Asia) to that of a "trading lord".

By the 1800s Europe had long since tried its hand at colonization, mostly in the Americas. This endeavor, while initially successful, failed over enough time as most of the American colonies gained independence. This development deprived many European nations of the once nearly free luxury goods they possessed, which ended up being one of the main reasons European traders had grown their trade networks all along the African coast, Indian coast, Indonesian coast, and Chinese coast at the time, these sources provided good prices for similar expensive goods that the Americas weren't willing to just give away anymore. But, as technology progressed everything changed. The industrial revolution one of the greatest spikes in resource demand known to human kind. Suddenly the European powers needed a quantity of goods that couldn't be found on their continent alone. This new found desire, alongside new medical technology sparked a new colonial era.

Europe had had a technological advantage over Africa and the East for a few centuries by this point, but, due to the dangers of medical technology, and limited resources of the Europeans there was no good way for them to subjugate the natives. That changed. New mass production of weapons and equipment alongside new vaccinations allowed Europe to plow into the less developed civilizations, and so they did. Africa was divided fully by 1850 leaving only two independent African nations. The East had similar events soon after. The British finished their conquest of India, the Dutch Indonesia, the French Indochina, and Even Spain in the Philipines. When the dust settled only Iran, Thailand, China, and Japan remained free in the east.

The Europeans were cruel masters. It would be too long for this essay to go into full on the human rights atrocities in Europe's colonial holdings so I will only mention a few. Congolese slaves, forced to harvest rubber, would have their hands cut off for failing to meet quotas. Tens of thousands met this fate. Burmans and Bengali suffered through several multi million death famons under British Rule. And the French, the French burned hundreds of villages in Algeria and Vietnam, killing thousands as well.

But back on the point of economic relations Europe changed the world economic model. What were once trading partners became colonies. Europe payed next to nothing for now, not just luxury goods, but raw resources. Huge plantations spanned these colonies India produced untold volumes of cotton, the Congo produced rubber, Nigeria produced oil. This helped fuel the fires of industry back home in Europe. European mills produced record amounts of steel, textiles, fuel, guns, canned goods, ships, you name it.

Compare this to just prior. Europe was rich but most indrusty was cottage based, not needing imports. European trade was, prior to colonization, focused solely around luxury goods. Silk from China, Spices from India and Indonesia, and coffee from Arabia. This transition from luxury to raw resources, backed by military force, humiliation, starvation and torture, helped fundamentally change Europe's economy to an industrialized one, and forever changed the histories and directions of the peoples and nations they conquered.

The most significant change in Europe's economic relationship with the rest of the world during the 1800s is Europe going from being subservant economically to other continents to becoming the economic center of the world. This change was one of the most important changes in European history, as it shifted from Europe from needing the goods from other continents, to other continents needing the goods from Europe.

Before the 1800s, Europe majorly relied on importing goods and in many states, economic situations were dire. Due to a multitude of wars and conflicts between the many states, cultures, and beliefs, Europe had not yet industrialized and was still in the early scientific revolutionary phases. They relied especially on trade with Asia for luxury goods and did not have enough of their own good to export in return, the only goods being those from the American colonies.

In the very late 1700s and early 1800s, England was able to take advantage of the natural protection it had from the ocean to separate itself from the Napoleonic wars continental Europe faced. England was able to use this to focus inwards on its own country and advancement. This is when the scientific revolution came to help as England was able to engineer the new inventions and ideas into industrial machines, and quickly began the process of industrialization. The textile mills were some of the first industries that appeared, with steel and other industries soon appearing as well. This industrialization gave England specifically many new goods for exportation. This slightly increased Europe's hold on the global economy, but did not make too much of a dent quite yet.

After the conclusion of the Napoleonic Wars and the Concert of Europe was held to restore balance of power, other countries began to quickly industrialize, learning from England's mistakes to achieve large scale industrialization even faster than England did. Mass migration to urban areas even created an influx of factory and mill workers. These all culminated in Europe quickly becoming an industrial powerhouse within just a few decades. This mass industrialization cause Europe to reap the benefits of controlling these industrial markets, such as steel and textiles. These markets were huge and nearly every other area in the world needed steel and textile, making Europe the economic center of the world.

The most significant change in Europe's economic relationship with the rest of the world was new and easier ways of trade. The Steam Boat was invented, and that allowed for faster and much more effective ways of trade. The Steam Engine, or trains, were also a growing way of taking materials to where they needed to be. Trains and their tracks traveled within Europe and outside of it hauling hundreds of pounds of materials that needed to reach a destination. From the triangular trade in the 1600's and 1700's, trade just boomed. The Industrial Revolution caused so many new materials, such as textiles, being created in much higher levels of production. Factories could now build complete products, unlike in Cottage Industry times where materials were created on their own. This relates to Europe's economic relationship with the rest of the world because these factories' products were taken and sold to other countries.

Long Essay Question 3

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

Overview

The Long Essay Question (LEQ) asks students to formulate a thesis/argument in response to a prompt about a particular historical development or episode in European history. In 2023 each LEQ asked students to determine the most significant change during a particular time period and aspect of 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 3, responses were expected to demonstrate historical reasoning, specifically analyzing the most significant change in Europe's economic relationship with the rest of the world in the 1800s. Responses were expected to relate the topic of the prompt to the broader historical events, developments, or processes that occur before, during, or continue after the time frame specified in the prompt. Responses were expected to provide specific examples of evidence relevant to the most significant change in Europe's economic relationship with the rest of the world during the 1800s and to use this specific evidence to support an argument in response to the prompt.

Responses were expected to demonstrate the use of historical reasoning to frame or structure an argument that addressed the prompt, and although the prompt directed students toward the historical reasoning process of comparison, responses could also frame their arguments around other types of historical reasoning (continuity, causation, and change over time). Responses were expected to demonstrate a complex understanding of the most significant change in Europe's economic relationship with the rest of the world during the 1800s. This demonstration of understanding could be achieved in various ways. Responses could explain a variety of causes by analyzing the shift in Europe from a focus on importing luxury goods like spices to importing raw materials like rubber. They could also explain a change across time, e.g., Europeans had indeed extended their economic influence abroad before the nineteenth century, but the nature of control of foreign territories changed in the 1800s by becoming more formal and exploitative. 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.

Long Essay Question 3 (continued)

Sample: 3A

Score: 6

Thesis: 1

Contextualization: 1

Evidence: 2

Analysis and Reasoning: 2

A. Thesis/Claim (0–1 points): 1

The response earned 1 point for thesis by making a historically defensible claim about a shift in Europe’s global economic position and by establishing a line of reasoning about Europe no longer being a mere trading partner with Asia and Africa, but rather economically dominating them.

B. Contextualization (0–1 points): 1

The response earned 1 point for contextualization in the second paragraph by discussing prior imperial expansion and the effects of the Industrial Revolution.

C. Evidence (0–2 points): 2

Providing Specific Examples of Evidence

The response earned 1 point for providing specific examples of evidence relevant to the prompt: the division of Africa, the economic subjugation of the East, the human subjugation of foreign labor by force, and the seizure of natural resources.

Using Specific Evidence in Support of a Relevant Argument

The response earned 1 point for using specific examples of evidence in support of an argument related to the prompt. For example, there is an argument in the third and fourth paragraphs about how technological advances allowed Europeans to subjugate foreign labor and resources by force.

D. Analysis and Reasoning (0–2 points): 2

Using Historical Reasoning

The response earned 1 point for using historical reasoning to frame an argument about change over time, namely, about how territories in Africa and Asia went from being trading partners to formal European colonies.

Demonstrating Complex Understanding

The response earned 1 point for demonstrating complex understanding by emphasizing in the concluding paragraph important changes in the character of trade across periods: from the period before 1800 to the epoch of formal imperialism.

Long Essay Question 3 (continued)

Sample: 3B

Score: 3

Thesis: 1

Contextualization: 1

Evidence: 0

Analysis and Reasoning: 1

A. Thesis/Claim (0–1 points): 1

The response earned 1 point for thesis by making a historically defensible claim about Europe becoming the economic center of the world and by establishing a line of reasoning referring to changing trade patterns.

B. Contextualization (0–1 points): 1

The response earned 1 point for contextualization because it describes in the third and fourth paragraphs the effects of the Industrial Revolution on Europe’s changing material needs and trading patterns with the rest of the world.

C. Evidence (0–2 points): 0

Providing Specific Examples of Evidence

The response did not earn a point for providing evidence relevant to the topic. The references to the Napoleonic wars, textile mills, mass migration, etc., in the third and fourth paragraphs are not scored as specific examples of evidence because they do not address the prompt, which is about Europe’s relationship with the rest of the world.

Using Specific Evidence in Support of a Relevant Argument

The response did not earn a point for using specific evidence in support of an argument relevant to the topic.

D. Analysis and Reasoning (0–2 points): 1

Using Historical Reasoning

The response earned 1 point for using historical reasoning by setting up a causal relationship between English exports and England’s dominant role in the global economy.

Demonstrating Complex Understanding

The response did not earn a point for using historical or complex reasoning because there is no coherent structural argument that modifies or qualifies the thesis.

Long Essay Question 3 (continued)

Sample: 3C

Score: 1

Thesis: 0

Contextualization: 1

Evidence: 0

Analysis and Reasoning: 0

A. Thesis/Claim (0–1 points): 0

The response did not earn the point for thesis because, while there is a historically defensible claim about faster trade routes, no line of reasoning responding to the prompt was established.

B. Contextualization (0–1 points): 1

The response earned the point for contextualization because it discusses triangular trade, cottage industry, and the impact of the Industrial Revolution, especially advances in transportation methods.

C. Evidence (0–2 points): 0

Providing Specific Examples of Evidence

The response did not earn a point for providing specific examples of evidence relevant to the topic. The references to the steamboat, textiles, etc., are not scored as specific examples of evidence because they do not address the topic, which is Europe's changing relationship with the rest of the world.

Using Specific Evidence in Support of a Relevant Argument

The response did not earn a point for using specific evidence in support of an argument relevant to the topic.

D. Analysis and Reasoning (0–2 points): 0

Using Historical Reasoning

The response did not earn a point for using historical reasoning to frame or structure an argument that addresses the prompt.

Demonstrating Complex Understanding

The response did not earn a point for demonstrating a complex understanding of historical development relevant to the prompt because there is no discernible attempt.