

2023



AP[®] European History

Sample Student Responses and Scoring Commentary Set 2

Inside:

Long Essay Question 3

- Scoring Guidelines**
- Student Samples**
- Scoring Commentary**

Question 3: Long Essay Question, First vs. Second Industrial Revolution

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the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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 difference between the first Industrial Revolution and the second Industrial Revolution.

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				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px; vertical-align: top;"> <p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • Are not historically defensible. • Only restate or rephrase the prompt. • Do not respond to the prompt. • Do not establish a line of reasoning. • Are overgeneralized. <p>Examples that do not earn this point:</p> <p>Do not focus on the topic of the prompt</p> <ul style="list-style-type: none"> • <i>“The most significant difference between the two Revolutions was the effect of the Enlightenment.”</i> <p>Do not provide a historically defensible claim</p> <ul style="list-style-type: none"> • <i>“The most significant difference was the spread of industry to Britain during the second.”</i> <p>Provide a historically defensible claim, but do not establish a line of reasoning</p> <ul style="list-style-type: none"> • <i>“The Second Industrial Revolution had a major effect on Europe’s economy.”</i> <p>Restate the prompt or are overgeneralized</p> <ul style="list-style-type: none"> • <i>“The First and Second Industrial revolutions were very different.”</i> </td> <td style="width: 50%; padding: 5px; vertical-align: top;"> <p>Responses that earn this point: Provide a historically defensible thesis or claim about the most significant difference between the first Industrial Revolution and the second Industrial Revolution. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.</p> <p>Examples that earn this point:</p> <p>Establish a line of reasoning that evaluates the topic of the prompt</p> <ul style="list-style-type: none"> • <i>“The most significant difference between the two industrial revolutions was that the First was powered by coal, while the second expanded into the use of petroleum and the generation of electrical power.”</i> <p>Establish a line of reasoning that evaluates the topic of the prompt with analytic categories</p> <ul style="list-style-type: none"> • <i>“The most significant difference was that the First expanded existing production while the second created new products and more specialized types of manufacturing.”</i> <p>Establish a line of reasoning</p> <ul style="list-style-type: none"> • <i>“The most significant difference in the two revolutions was that the second spread to a broader area of Europe.”</i> (Minimally acceptable thesis/claim) </td> </tr> </table>			<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • Are not historically defensible. • Only restate or rephrase the prompt. • Do not respond to the prompt. • Do not establish a line of reasoning. • Are overgeneralized. <p>Examples that do not earn this point:</p> <p>Do not focus on the topic of the prompt</p> <ul style="list-style-type: none"> • <i>“The most significant difference between the two Revolutions was the effect of the Enlightenment.”</i> <p>Do not provide a historically defensible claim</p> <ul style="list-style-type: none"> • <i>“The most significant difference was the spread of industry to Britain during the second.”</i> <p>Provide a historically defensible claim, but do not establish a line of reasoning</p> <ul style="list-style-type: none"> • <i>“The Second Industrial Revolution had a major effect on Europe’s economy.”</i> <p>Restate the prompt or are overgeneralized</p> <ul style="list-style-type: none"> • <i>“The First and Second Industrial revolutions were very different.”</i> 	<p>Responses that earn this point: Provide a historically defensible thesis or claim about the most significant difference between the first Industrial Revolution and the second Industrial Revolution. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.</p> <p>Examples that earn this point:</p> <p>Establish a line of reasoning that evaluates the topic of the prompt</p> <ul style="list-style-type: none"> • <i>“The most significant difference between the two industrial revolutions was that the First was powered by coal, while the second expanded into the use of petroleum and the generation of electrical power.”</i> <p>Establish a line of reasoning that evaluates the topic of the prompt with analytic categories</p> <ul style="list-style-type: none"> • <i>“The most significant difference was that the First expanded existing production while the second created new products and more specialized types of manufacturing.”</i> <p>Establish a line of reasoning</p> <ul style="list-style-type: none"> • <i>“The most significant difference in the two revolutions was that the second spread to a broader area of Europe.”</i> (Minimally acceptable thesis/claim)
<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • Are not historically defensible. • Only restate or rephrase the prompt. • Do not respond to the prompt. • Do not establish a line of reasoning. • Are overgeneralized. <p>Examples that do not earn this point:</p> <p>Do not focus on the topic of the prompt</p> <ul style="list-style-type: none"> • <i>“The most significant difference between the two Revolutions was the effect of the Enlightenment.”</i> <p>Do not provide a historically defensible claim</p> <ul style="list-style-type: none"> • <i>“The most significant difference was the spread of industry to Britain during the second.”</i> <p>Provide a historically defensible claim, but do not establish a line of reasoning</p> <ul style="list-style-type: none"> • <i>“The Second Industrial Revolution had a major effect on Europe’s economy.”</i> <p>Restate the prompt or are overgeneralized</p> <ul style="list-style-type: none"> • <i>“The First and Second Industrial revolutions were very different.”</i> 	<p>Responses that earn this point: Provide a historically defensible thesis or claim about the most significant difference between the first Industrial Revolution and the second Industrial Revolution. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.</p> <p>Examples that earn this point:</p> <p>Establish a line of reasoning that evaluates the topic of the prompt</p> <ul style="list-style-type: none"> • <i>“The most significant difference between the two industrial revolutions was that the First was powered by coal, while the second expanded into the use of petroleum and the generation of electrical power.”</i> <p>Establish a line of reasoning that evaluates the topic of the prompt with analytic categories</p> <ul style="list-style-type: none"> • <i>“The most significant difference was that the First expanded existing production while the second created new products and more specialized types of manufacturing.”</i> <p>Establish a line of reasoning</p> <ul style="list-style-type: none"> • <i>“The most significant difference in the two revolutions was that the second spread to a broader area of Europe.”</i> (Minimally acceptable thesis/claim) 			
<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				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • Provide an overgeneralized statement about the time period referenced in the prompt. • Provide context that is not relevant to the prompt. • Provide a passing phrase or reference. <p>Examples that do not earn this point:</p> <p>Provide an overly generalized attempt at contextualization</p> <ul style="list-style-type: none"> • <i>“There were numerous new inventions in the 1800s.”</i> • <i>“Before industrialization, things were made by hand.”</i> <p>Provide a passing phrase or reference</p> <ul style="list-style-type: none"> • <i>“The Industrial Revolution was a big change.”</i> </td> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p>Responses that earn this point: Accurately describe a context relevant to the difference between the first Industrial Revolution and the second Industrial Revolution.</p> <p>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> • Increased commercial activity • Urbanization and worker migration patterns • Agricultural revolution of the 18th century • Factors enabling early industrialization in Britain (markets, financial institutions, transportation networks) • Watt and the steam engine • Military competition among great powers • Growth of railroads • Development of the middle class • Wage labor and the factory system • Geographic differences in resources and economic development • Piece work and the putting out system • Expansion of consumer opportunities and the development of new institutions like the department store <p>Examples of acceptable contextualization:</p> <ul style="list-style-type: none"> • <i>“The increase in the size of cities during the 1700s provided a larger labor pool for the new factories that were being built for mass production of goods such as textiles.”</i> • <i>“An emerging middle class that earned its living off of factory labor owned most of the means of production.”</i> • <i>“England’s natural resources allowed it to industrialize early. (Minimally acceptable contextualization.)</i> </td> </tr> </table>			<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • Provide an overgeneralized statement about the time period referenced in the prompt. • Provide context that is not relevant to the prompt. • Provide a passing phrase or reference. <p>Examples that do not earn this point:</p> <p>Provide an overly generalized attempt at contextualization</p> <ul style="list-style-type: none"> • <i>“There were numerous new inventions in the 1800s.”</i> • <i>“Before industrialization, things were made by hand.”</i> <p>Provide a passing phrase or reference</p> <ul style="list-style-type: none"> • <i>“The Industrial Revolution was a big change.”</i> 	<p>Responses that earn this point: Accurately describe a context relevant to the difference between the first Industrial Revolution and the second Industrial Revolution.</p> <p>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> • Increased commercial activity • Urbanization and worker migration patterns • Agricultural revolution of the 18th century • Factors enabling early industrialization in Britain (markets, financial institutions, transportation networks) • Watt and the steam engine • Military competition among great powers • Growth of railroads • Development of the middle class • Wage labor and the factory system • Geographic differences in resources and economic development • Piece work and the putting out system • Expansion of consumer opportunities and the development of new institutions like the department store <p>Examples of acceptable contextualization:</p> <ul style="list-style-type: none"> • <i>“The increase in the size of cities during the 1700s provided a larger labor pool for the new factories that were being built for mass production of goods such as textiles.”</i> • <i>“An emerging middle class that earned its living off of factory labor owned most of the means of production.”</i> • <i>“England’s natural resources allowed it to industrialize early. (Minimally acceptable contextualization.)</i>
<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • Provide an overgeneralized statement about the time period referenced in the prompt. • Provide context that is not relevant to the prompt. • Provide a passing phrase or reference. <p>Examples that do not earn this point:</p> <p>Provide an overly generalized attempt at contextualization</p> <ul style="list-style-type: none"> • <i>“There were numerous new inventions in the 1800s.”</i> • <i>“Before industrialization, things were made by hand.”</i> <p>Provide a passing phrase or reference</p> <ul style="list-style-type: none"> • <i>“The Industrial Revolution was a big change.”</i> 	<p>Responses that earn this point: Accurately describe a context relevant to the difference between the first Industrial Revolution and the second Industrial Revolution.</p> <p>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> • Increased commercial activity • Urbanization and worker migration patterns • Agricultural revolution of the 18th century • Factors enabling early industrialization in Britain (markets, financial institutions, transportation networks) • Watt and the steam engine • Military competition among great powers • Growth of railroads • Development of the middle class • Wage labor and the factory system • Geographic differences in resources and economic development • Piece work and the putting out system • Expansion of consumer opportunities and the development of new institutions like the department store <p>Examples of acceptable contextualization:</p> <ul style="list-style-type: none"> • <i>“The increase in the size of cities during the 1700s provided a larger labor pool for the new factories that were being built for mass production of goods such as textiles.”</i> • <i>“An emerging middle class that earned its living off of factory labor owned most of the means of production.”</i> • <i>“England’s natural resources allowed it to industrialize early. (Minimally acceptable contextualization.)</i> 			
<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						
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="327 386 747 1320" style="width: 33%; vertical-align: top;"> <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: Provide evidence that is outside the time period</p> <ul style="list-style-type: none"> • <i>“Scientists such as Isaac Newton developed laws of mechanics.”</i> </td> <td data-bbox="747 386 1377 1320" style="width: 33%; vertical-align: top;"> <p>Responses that earn 1 point:</p> <p><u>Identify at least two specific historical examples</u> relevant to the topic of the difference between the first Industrial Revolution and the second Industrial Revolution.</p> <p>Examples of evidence that are specific and relevant include the following (two examples required):</p> <ul style="list-style-type: none"> • The use of mechanization in textile manufacturing • Growth of advertising and consumerism • Greater leisure opportunities • The growth of transportation and trade networks • The sponsorship of industrial development by states such as Prussia • Increasing scale and complexity of industrial processes • Lagging industrialization in Southern and Eastern Europe • Urban growth—problems and solutions • Expansion of organized labor and labor activism • Karl Marx and Frederick Engels • Department stores • New chemical processes • The Bessemer process <p>Example of a statement that earns one point for evidence:</p> <ul style="list-style-type: none"> • <i>“The expansion of railroads and the use of steamships meant that manufactured goods and raw materials could be transported quickly and cheaply inside and outside of Europe, helping to expand consumerism.”</i> (Mention of technological advances and mention of the growth of consumerism count as two separate pieces of evidence.) </td> <td data-bbox="1377 386 1948 1320" style="width: 33%; vertical-align: top;"> <p>Responses that earn 2 points:</p> <p><u>Use at least two specific historical examples</u> to support an argument regarding the difference between the first Industrial Revolution and the second Industrial Revolution.</p> <p>Examples that successfully support an argument with evidence:</p> <ul style="list-style-type: none"> • <i>“When people first moved into factory work the labor was low-paid, but by the late 1800s work and manufacturing became more specialized and wages increased.”</i> (Functions as part of an argument that the second Industrial Revolution was more beneficial to the working class.) • <i>“Marx’s words inspired a movement to improve the conditions of workers. German authorities implemented new laws providing insurance and pensions for workers as a way of stopping revolutionary worker unrest.”</i> (Presents a topic sentence making a general statement about the effects of Marx’s ideas followed by two specific examples.) • <i>“The Bessemer process enabled the mass-manufacture of steel, enabling the production of new goods and transforming the production of key industrial materials like turbines and railways.”</i> (Presents a piece of evidence about steel and links it to an argument about the importance of steel manufacturing in the second Industrial Revolution.) </td> </tr> </table>				<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: Provide evidence that is outside the time period</p> <ul style="list-style-type: none"> • <i>“Scientists such as Isaac Newton developed laws of mechanics.”</i> 	<p>Responses that earn 1 point:</p> <p><u>Identify at least two specific historical examples</u> relevant to the topic of the difference between the first Industrial Revolution and the second Industrial Revolution.</p> <p>Examples of evidence that are specific and relevant include the following (two examples required):</p> <ul style="list-style-type: none"> • The use of mechanization in textile manufacturing • Growth of advertising and consumerism • Greater leisure opportunities • The growth of transportation and trade networks • The sponsorship of industrial development by states such as Prussia • Increasing scale and complexity of industrial processes • Lagging industrialization in Southern and Eastern Europe • Urban growth—problems and solutions • Expansion of organized labor and labor activism • Karl Marx and Frederick Engels • Department stores • New chemical processes • The Bessemer process <p>Example of a statement that earns one point for evidence:</p> <ul style="list-style-type: none"> • <i>“The expansion of railroads and the use of steamships meant that manufactured goods and raw materials could be transported quickly and cheaply inside and outside of Europe, helping to expand consumerism.”</i> (Mention of technological advances and mention of the growth of consumerism count as two separate pieces of evidence.) 	<p>Responses that earn 2 points:</p> <p><u>Use at least two specific historical examples</u> to support an argument regarding the difference between the first Industrial Revolution and the second Industrial Revolution.</p> <p>Examples that successfully support an argument with evidence:</p> <ul style="list-style-type: none"> • <i>“When people first moved into factory work the labor was low-paid, but by the late 1800s work and manufacturing became more specialized and wages increased.”</i> (Functions as part of an argument that the second Industrial Revolution was more beneficial to the working class.) • <i>“Marx’s words inspired a movement to improve the conditions of workers. German authorities implemented new laws providing insurance and pensions for workers as a way of stopping revolutionary worker unrest.”</i> (Presents a topic sentence making a general statement about the effects of Marx’s ideas followed by two specific examples.) • <i>“The Bessemer process enabled the mass-manufacture of steel, enabling the production of new goods and transforming the production of key industrial materials like turbines and railways.”</i> (Presents a piece of evidence about steel and links it to an argument about the importance of steel manufacturing in the second Industrial Revolution.)
<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: Provide evidence that is outside the time period</p> <ul style="list-style-type: none"> • <i>“Scientists such as Isaac Newton developed laws of mechanics.”</i> 	<p>Responses that earn 1 point:</p> <p><u>Identify at least two specific historical examples</u> relevant to the topic of the difference between the first Industrial Revolution and the second Industrial Revolution.</p> <p>Examples of evidence that are specific and relevant include the following (two examples required):</p> <ul style="list-style-type: none"> • The use of mechanization in textile manufacturing • Growth of advertising and consumerism • Greater leisure opportunities • The growth of transportation and trade networks • The sponsorship of industrial development by states such as Prussia • Increasing scale and complexity of industrial processes • Lagging industrialization in Southern and Eastern Europe • Urban growth—problems and solutions • Expansion of organized labor and labor activism • Karl Marx and Frederick Engels • Department stores • New chemical processes • The Bessemer process <p>Example of a statement that earns one point for evidence:</p> <ul style="list-style-type: none"> • <i>“The expansion of railroads and the use of steamships meant that manufactured goods and raw materials could be transported quickly and cheaply inside and outside of Europe, helping to expand consumerism.”</i> (Mention of technological advances and mention of the growth of consumerism count as two separate pieces of evidence.) 	<p>Responses that earn 2 points:</p> <p><u>Use at least two specific historical examples</u> to support an argument regarding the difference between the first Industrial Revolution and the second Industrial Revolution.</p> <p>Examples that successfully support an argument with evidence:</p> <ul style="list-style-type: none"> • <i>“When people first moved into factory work the labor was low-paid, but by the late 1800s work and manufacturing became more specialized and wages increased.”</i> (Functions as part of an argument that the second Industrial Revolution was more beneficial to the working class.) • <i>“Marx’s words inspired a movement to improve the conditions of workers. German authorities implemented new laws providing insurance and pensions for workers as a way of stopping revolutionary worker unrest.”</i> (Presents a topic sentence making a general statement about the effects of Marx’s ideas followed by two specific examples.) • <i>“The Bessemer process enabled the mass-manufacture of steel, enabling the production of new goods and transforming the production of key industrial materials like turbines and railways.”</i> (Presents a piece of evidence about steel and links it to an argument about the importance of steel manufacturing in the second Industrial Revolution.) 				
<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		
<p>Row D Analysis and Reasoning (0–2 points)</p>	<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 does 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 that addresses the difference between the First Industrial Revolution and the Second Industrial Revolution, although the reasoning may be uneven, limited, or imbalanced.</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 utopian socialists attempted to implement Marx’s ideas without revolution.”</i> 	<p>Using a historical thinking skill to frame or structure an argument could include:</p> <ul style="list-style-type: none"> • Using comparative reasoning to explain significant cultural, economic, political, or intellectual differences between the first and second Industrial Revolutions. • Structuring an argument geographically to highlight the differences between the two revolutions in different parts of Europe. • Arranging an argument to recount differences over the course of the period showing change over time. <p>Examples of acceptable use of historical reasoning:</p> <ul style="list-style-type: none"> • <i>“The expansion of consumerism was a key difference between the two revolutions.”</i> (Uses comparative reasoning to explain a significant difference between the first Industrial Revolution and the second Industrial Revolution. This statement would need to be followed with at least a minimal elaboration of this reasoning.) • <i>“While the first revolution occurred in Great Britain and Northern Europe, the second expanded this process more to central Europe and parts of southern Europe.”</i> (Uses causal reasoning to explain a significant difference between the first Industrial Revolution and the second Industrial Revolution. This statement would need to be followed up 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 changes in the degree of difference, for instance by discussing longer-term effects of industrialization into the twentieth century. (Provides insightful connections within and across periods.) • Explaining reasons for the different regional levels of impact of the two waves of industrialization, in particular Eastern Europe vs. Central and Western Europe. (Explains nuance, multiple variables.) • Evaluating whether the differences were more significant than the similarities, for instance by considering class differentiation or ideological/policy reactions to both waves of industrialization. (Qualifies or modifies an argument.) • Considering whether there is in fact a useful distinction to be made between the two revolutions by discussing both as processes without clear beginning and end dates. (Qualifies or modifies an argument.) • Considering multiple possible differences while establishing one as clearly more significant than others explicitly discussed. (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>		

- **Important:** Completely fill in the circle that corresponds to the question you are answering on this page.

Mandatory
Question 1

Question 2

Choose one
Question 3

Question 4

Begin your response to each question at the top of a new page. Do not skip lines.

The first Industrial Revolution during the 16th and 17th century and the second Industrial Revolution during the 19th and 20th century were both periods of extreme technological advancement and development, with its effects changing Europe forever. However, the massive rate of industrialization was primarily fueled by mass amounts of urbanization, a process that was only possible thanks to the Agricultural Revolution. The Agricultural Revolution was the change in farming policies and strategies from old to new, with the incorporation of new ideas like enclosure replacing old systems of field crop rotation, agriculture quickly became more efficient, successful, and profitable. Additionally, new technological improvements like the Jethro Tull Seed drill allowed for heightened productivity in farming, a factor that directly contributed to diminishing need for farmers and labor in the rural countryside. The increased technology sparked rapid movement of people from rural to urban areas in search of ~~the~~ jobs as their old ones were no longer necessary. The Agricultural Revolution allowed for the quick shift to industrialization in Europe, first in the first Industrial Revolution and soon shifting to the second Industrial Revolution. Although the first and second Industrial Revolutions had

Page 9

Use a pen with black or dark blue ink only. Do NOT write your name. Do NOT write outside the box.

Important: Completely fill in the circle that corresponds to the question you are answering on this page.

Mandatory Question 1

Question 2

Choose one Question 3

Question 4

Begin your response to each question at the top of a new page. Do not skip lines.

a variety of similarities regarding technological improvements and urbanization, ultimately their differences were more prevalent as seen by the stark shift in safety and efficiency because of changes in types of technology itself, health and ~~lifestyle~~ lifestyle moderation, and social ~~implications of the Rev~~ and economic implications of the Revolutions.

One of the major contrasts was variations in technology. A major component of the first Industrial Revolution was the emphasis on transportation. The major inventions of the first Industrial Revolution were the railroad tracks and the steam engine. Invented by Thomas New Comen and strengthened by James Watt, the steam engine allowed for a new type of transportation that was more efficient and consistent. The incorporation of railways helped stimulate the growth of the Industrial Revolution by easier access to further trade. However, the second Industrial Revolution was more focused on factory production and efficiency to combat the increasing demand for consumer goods rather than the emphasis on transportation. Major technological advancements of the second Industrial Revolution were the new T-model of factory line invented by Henry Ford and it increased efficiency and production. Similarly factories began using

Page 10

Use a pen with black or dark blue ink only. Do NOT write your name. Do NOT write outside the box.

0048479



● **Important:** Completely fill in the circle that corresponds to the question you are answering on this page.

Mandatory
Question 1

Question 2

Choose one
Question 3

Question 4

Begin your response to each question at the top of a new page. Do not skip lines.

mechanization of factory systems to increase efficiency and accuracy. Specific materials were strengthened too like steel and the introduction of much more durable rubber which was important for wire covering and tires.

Another large contrast between the two Revolutions was the shift in lifestyle in specific regards to health. The first Industrial Revolution was immediately following rapid urbanization and the government was not prepared for the massive overcrowding that occurred. The first Industrial Revolution was tainted by dirty streets and sewers with little to no ventilation in living quarters. This in turn caused massive spread of cholera and water-borne illness. However, in the second Industrial Revolution, government intervention and improved scientific discovery helped curb the disease and unfortunate living systems. Governments helped allocate improved living quarters for families and fixed sewage systems along with ventilation. Scientists, nurses, and doctors advanced their work and were able to help more patients to combat the health crisis. One example was Florence Nightingale who used her experience to treat many cases of cholera and other illnesses. Overall, the shift was marked by a sharp increase in health and living standards.

Lastly, the contrast between the two is seen through

Page 11

Use a pen with black or dark blue ink only. Do NOT write your name. Do NOT write outside the box.

Important: Completely fill in the circle that corresponds to the question you are answering on this page.

Mandatory
Question 1



Question 2



Choose one
Question 3



Question 4



Begin your response to each question at the top of a new page. Do not skip lines.

changes socially and economically. One of the major social concerns of the first Industrial Revolution was the abuse of working hours and conditions. Workers would be in factories for 12-14 hours on end during the first Industrial Revolution and children were being forced to work inhumane hours. However by the second Industrial Revolution, the government had stepped in to emphasize humanity in their economic systems. Policies were put into place like the 10-Hour Act which only allowed for 10-hour work days to give workers more of a break, along with the Public Health Act, with children being banned from working. This incorporation of child labor laws led to strengthened and mandated education systems in Europe, which would increase the general knowledge and ability of the next generation.

This investment in education is closely related to the emphasis on nationalism that was prevalent across all European nations during the first and second Industrial Revolutions along with after as seen by the want for positive population intelligence with the incorporation of nationalism. Nationalism was also seen through both Revolutions with the incorporation of government funding. Industrialization in machinery and weaponry is what inevitably allowed for the emergence of certain world power through imperialism and war, so governments fueled by nationalism were always eager to sponsor that.

Page 12

Use a pen with black or dark blue ink only. Do NOT write your name. Do NOT write outside the box.

0048479



Important: Completely fill in the circle that corresponds to the question you are answering on this page.

Mandatory
Question 1

Question 2

Choose one
Question 3

Question 4

Begin your response to each question at the top of a new page. Do not skip lines.

The Industrial era began in the ~~late~~ late 1700s and 1800s. Countries all over Europe needed ~~to~~ a change in their society for the benefit of their own nation. The Industrial revolution helped countries develop their economies, military and government. The first Industrial revolution differs from the second revolution only because of how much ~~each one~~ affected the continent.

The first Industrial revolution started late in the 18th century and the country that started this trend was Great Britain. It just had the agricultural revolution, where new technology was invented to make the task of growing crops easier, faster, cheaper and less expensive. Britain also had a large supply of natural resources like coal and iron, which contributed largely in the industrial revolution. Britain also had a lot of plain land to spare and industrialize. The city of Manchester especially ~~was~~ became a big urban city with many factories built there during that era. This helped Britain dramatically as it was the only one in the continent at the time to be so advanced than anyone else. The nation was seen as a global powerhouse economically, since the revolution boosted Britain's economy greatly. It was also seen as very powerful militarily since Britain's militia also increased in power after the revolution. After a while more and more countries started to industrialize with Belgium being the second country.

The second wave of this revolution came later in the 19th century. At this point Britain, Belgium and France were affected by this revolution. The second wave differed from the first because

Page 2

Use a pen with black or dark blue ink only. Do NOT write your name. Do NOT write outside the box.

- **Important:** Completely fill in the circle that corresponds to the question you are answering on this page.

Mandatory
Question 1

Question 2

Choose one
Question 3

Question 4

Begin your response to each question at the top of a new page. Do not skip lines.

First it affected many more countries. ~~Germany~~ German states, Balkan and even Russia later on industrialized. Russia came last because of its conservative government which didn't let the country develop and modernize. This second wave also brought newer technology like the ~~the~~ efficient light bulb, radio, telephone with Morse code and even a car later on with Henry Ford bringing in cars from the United States to Europe. He also established a factory in ~~the~~ Manchester, Britain where Ford cars can be built and transported easier and faster. The second wave also meant that the whole continental Europe industrialized because in the first wave the country that industrialized the most was Britain. Britain was isolated because it is an island so influence in continental Europe from Britain was minimal which is why it took longer for continental Europe to industrialize.

Page 3

Use a pen with black or dark blue ink only. Do NOT write your name. Do NOT write outside the box.

0054629



Important: Completely fill in the circle that corresponds to the question you are answering on this page.

Mandatory
Question 1

Question 2

Choose one
Question 3

Question 4

Begin your response to each question at the top of a new page. Do not skip lines.

3) The first industrial revolution had many similarities to the second industrial revolution, but ultimately ~~were~~ both of these ~~revolutions~~ revolutions had different impacts on the world. During the first industrial revolution life was beyond different, circa 1860s. Most jobs were in rural areas with little to no technology. Many ~~businesses~~ businesses were from your own home. Farming was a prominent way to make money at this time. Cottage industries became a very important part because of how many people ~~worked~~ worked in them. Many inventions came out of this first revolution, specifically, the spinning ginny which helped many people make clothes and other products. The spinning ginny was revolutionary but it was not the most efficient tool. The needs of customers during this time were not met because everything was mostly hand made. Meanwhile, the second industrial revolution shifted everything from the first revolution. During this time the government became more involved with the way businesses were working.

Page 6

Use a pen with black or dark blue ink only. Do NOT write your name. Do NOT write outside the box.

● **Important:** Completely fill in the circle that corresponds to the question you are answering on this page.

Mandatory
Question 1

Question 2

Choose one
Question 3

Question 4

Begin your response to each question at the top of a new page. Do not skip lines.

~~the~~ Capitalism became more prominent and so did fast production. ~~the~~ ~~disagreement of countries~~ Many countries during this time were in many disagreements because of this technology ~~came~~ came into power. Countries started to rely on technology to help them in wars, not only that but ~~because~~ technology also helped the ~~inventions~~ inventions of cars, radio, television, and the vacuum which are items that we still use to this day. Farming jobs became less normalized and now everyone during this time were working in factories. More local business shops also became popular. In conclusion, the first and second industrial revolution had many differences when it came to production, businesses. The most significant difference would be the inventions that came out of them and how we use most of ~~them~~ ~~the~~ the second revolutions inventions in modern life.

Page 7

Use a pen with black or dark blue ink only. Do NOT write your name. Do NOT write outside the box.

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 difference between two events or processes 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 4, responses were expected to demonstrate historical reasoning, specifically analyzing the most significant economic difference between the post-World War I era and the post-World War II era. 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 topic of the economic differences between the post-World War I and post-World War II eras 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 economic differences between the post-World War I and post-World War II eras. This demonstration of understanding could be achieved in various ways. Responses could explain a variety of comparisons by analyzing the difference in economic conditions in Europe in the respective post-war eras, particularly regarding the economic instability created by the reparations demands of Germany after World War I as contrasted to the Marshall Plan-fueled economic rebuilding of Europe after World War II. Responses could also explain relevant and insightful connections across time by extending their argument about the post-war economic differences to analyze the distinctions between Western and Eastern Europe in the 1950s and 1960s. 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 with the claim that “Although the first and second Industrial Revolutions had a variety of similarities regarding technological improvements and urbanization, ultimately their differences were more prevalent.” The response also establishes a line of reasoning stating the differences occurred due to a “stark shift in safety and efficiency because of changes in types of technology itself, health and lifestyle moderation, and social and economic implications.”

B. Contextualization (0–1 points): 1

The response earned 1 point for contextualization in the first paragraph by discussing how new technology developed during the Agricultural Revolution contributed to the First Industrial Revolution.

C. Evidence (0–2 points): 2

Providing Specific Examples of Evidence

The response earned 1 point for providing specific examples of evidence by discussing the growth of transportation through the steam engine and railways, the negative effects of urbanization, and the lack of workers’ rights during the First Industrial Revolution. The response also indicates the emphasis on mass production of consumer goods, the emphasis on addressing problems created by urbanization, and the development of labor laws during the Second Industrial Revolution.

Using Specific Evidence in Support of a Relevant Argument

The response earned 1 point for supporting an argument by explaining the cause-and-effect relationship in technological development, social conditions, and workers’ rights that developed during the First Industrial Revolution and analyzing the changes incurred in the Second Industrial Revolution.

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

Using Historical Reasoning

The response earned 1 point for using historical reasoning by comparing the technological, social, and economic conditions occurring during and after the First and Second Industrial Revolutions.

Long Essay Question 3 (continued)

Demonstrating Complex Understanding

The response earned 1 point for explaining the nuances of the issue by analyzing multiple variables in its discussion of the technological, social, and economic differences between the First and Second Industrial Revolutions.

Sample: 3B

Score: 4

Thesis: 0

Contextualization: 1

Evidence: 2

Analysis and Reasoning: 1

A. Thesis/Claim (0–1 points): 0

The response did not earn a point for thesis because the argument in the first paragraph that the most significant difference between the First and Second Industrial Revolutions is “how much each one affected the continent” is not specific to the time period and is overgeneralized.

B. Contextualization (0–1 points): 1

The response earned 1 point for contextualization in the second paragraph by situating the advances in technology that resulted from the Agricultural Revolution and the increasing supply of raw materials that made the First Industrial Revolution possible.

C. Evidence (0–2 points): 2

Providing Specific Examples of Evidence

The response earned 1 point for providing specific examples of evidence, including the urbanization of Manchester and Britain’s economic growth as the first to industrialize in the second paragraph. In the fourth paragraph, the response identifies the spread of industrialization to Belgium, France, and Germany and new technology (“light bulb, radio, telephone with Morse code”) created during the Second Industrial Revolution.

Using Specific Evidence in Support of a Relevant Argument

The response earned 1 point by supporting an argument comparing the impact of the First Industrial Revolution on Great Britain in the second paragraph and the spread of the Second Industrial Revolution throughout continental Europe in the third paragraph.

Long Essay Question 3 (continued)

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

Using Historical Reasoning

The response earned 1 point for using historical reasoning by successfully structuring an argument comparing the difference between the industrial growth of Great Britain during the First Industrial Revolution and the subsequent spread of industrialization throughout the continent during the Second Industrial Revolution.

Demonstrating Complex Understanding

The response did not earn the point for complex understanding because it does not attempt to modify, qualify, or corroborate an argument.

Sample: 3C

Score: 2

Thesis: 0

Contextualization: 0

Evidence: 1

Analysis and Reasoning: 1

A. Thesis (0–1 points): 0

The response did not earn the point for thesis because the argument in the first paragraph that “both of these Revolutions had different impacts” is overgeneralized and does not establish a line of reasoning. The second attempt at the thesis point about the “inventions that came out of them” in the last sentence is also overgeneralized and not specific to the time period.

B. Contextualization (0–1 points): 0

The response did not earn the point for contextualization because the references in the middle of the first page to rural farming life and the cottage industry are incorrectly situated as a part of the First Industrial Revolution rather than as events that led up to it.

C. Evidence (0–2 points): 1

Providing Specific Examples of Evidence

The response earned 1 point for providing specific examples of evidence, such as the “spinning ginny” in the middle of the first page during the First Industrial Revolution and increased government involvement in the economy during the Second Industrial Revolution at the end of the first page.

Long Essay Question 3 (continued)

Using Specific Evidence in Support of a Relevant Argument

The response did not earn the point for using specific evidence in support of an argument because it does not use the evidence provided to support an argument. There is an attempt to support the argument with the “spinning ginny,” but the statement that the “needs of the customers ... were not met” does not support either attempted thesis. The development of capitalism and government involvement at the end of the first page does not support either attempted thesis. The attempt to explain the technologies of the Second Industrial Revolution on the second page does not support an argument because it does not explain how these inventions are used and does not rise above a passing reference.

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

Using Historical Reasoning

The response earns 1 point for historical reasoning for structuring an argument comparing the differences between the First Industrial Revolution and the Second Industrial Revolution. Although the argument is underdeveloped, the two Industrial Revolutions are compared throughout the response and specifically with the change in government involvement increasing during the Second Industrial Revolution at the end of the second page, demonstrating the historical skill of comparison.

Demonstrating Complex Understanding

The response did not earn the point for complex understanding because it does not attempt to modify, qualify, or corroborate an argument.