

2024



AP[®] European History

Sample Student Responses and Scoring Commentary

Set 2

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Long Essay Question 4

- Scoring Guidelines**
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Question 4: Long Essay Question, Effect of the Growth of Representative Democracy

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the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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 effect of the spread of democratic ideas on European politics in 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		
<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>Responses that earn this point:</p> <ul style="list-style-type: none"> • Provide a historically defensible thesis or claim about the most significant political effect of the spread of democratic ideas in Europe in the 1800s. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument.
<p>Examples that do not earn this point:</p> <p>Provide a restatement of the prompt</p> <ul style="list-style-type: none"> • <i>“Democratic ideas of representation spread around Europe in the 1800s.”</i> <p>Provide a historically defensible claim, but do not establish a line of reasoning</p> <ul style="list-style-type: none"> • <i>“Democratic ideas caused conservative pushback.”</i> <p>Are not historically defensible</p> <ul style="list-style-type: none"> • <i>“The main achievement of the democratic movements in 1800s was full female suffrage throughout the continent.”</i> 		<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 effect of the spread of democratic ideas in the 1800s was to promote political revolution and the extension of civil liberties for individuals.”</i> • <i>“Although the spread of democratic ideas yielded some democratic reforms, their greatest initial effect on politics was to promote a conservative revival at both the state and international levels.”</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 spread of democratic ideas in the 1800s led the way to the adoption of many policies and institutions that paved the way for a modern European society, including public education, political parties and trade unions, extension of the universal vote, and welfare.”</i> <p>Establish a line of reasoning</p> <ul style="list-style-type: none"> • <i>“The spread of democratic ideas in the 1800s led to the abolition of slavery and serfdom.”</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</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>
<p>[0-1 points]</p>	<p>Decision Rules and Scoring Notes</p>	
	<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>Do not provide context relevant to the topic of the prompt</p> <ul style="list-style-type: none"> • <i>“Radical ideas developed due to rising nationalism.”</i> <p>Provide a passing phrase or reference</p> <ul style="list-style-type: none"> • <i>“Democracy is connected to industrialization .”</i> 	<p>Responses that earn this point:</p> <ul style="list-style-type: none"> • Accurately describe a context relevant to the spread of democratic ideas in Europe in the 1800s. <p>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> • The Enlightenment • The Scientific Revolution • Constitutionalism and parliamentarism • The French and/or Haitian Revolutions • The growth of the media [journalism] and public venues • Industrial capitalism • The development of new ideologies as a response to Industrialization • The development of self-conscious classes • Romantic nationalism and idea of the nation-state • The 1689 Bill of Rights in England • The Napoleonic wars • Infrastructural improvements <p>Example of acceptable contextualization:</p> <ul style="list-style-type: none"> • <i>“In the 1800s, rapidly industrializing Great Britain continued to develop democratic ideas first established by the Bill of Rights.”</i> • <i>“Napoleon was not a democrat, but his wars spread the ideas of the French Revolution.”</i> • <i>“At the start of the 19th century, Europeans were inspired by the Enlightenment to conduct reforms.”</i> [Minimally acceptable contextualization]
	<p>Additional Notes:</p> <ul style="list-style-type: none"> • The response must describe broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question that are relevant to the topic of the prompt. • 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 at least two pieces of evidence relevant to the topic of the prompt.</p>	<p>2 points Supports an argument in response to the prompt using at least two pieces of specific and relevant evidence.</p>			
Decision Rules and Scoring Notes						
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; vertical-align: top; padding: 5px;"> <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 the 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 or region:</p> <ul style="list-style-type: none"> • <i>“The experiences with democracy in the new American republic promoted political reform and revolution in France.”</i> • <i>“The Cold War is a great example of a battle between a democracy and a dictatorship.”</i> </td> <td style="width: 33%; vertical-align: top; padding: 5px;"> <p>Responses that earn 1 point:</p> <ul style="list-style-type: none"> • Identify at least two specific historical examples relevant to the spread of democratic ideas in the 1800s. <p>Examples of evidence that are specific and relevant include the following [two examples required]:</p> <ul style="list-style-type: none"> • The rise of the trade unions among the working classes • Early 19th-century political revolts against autocracy, including the Decembrists • The July Revolution in France • The Chartist movement in Britain • New ideologies, including liberalism, feminism, Utopian socialism, Marxism, anarchism, nationalism • Suffrage advocacy, the Chartist movement • The development of mass-based political parties throughout the continent, including those representing the workers • Reform movements and social reformers • The promotion of literacy and compulsory public education • The Revolutions of 1848 • The abolition of slavery and serfdom <p>Example of a statement that earns one point for evidence:</p> <ul style="list-style-type: none"> • <i>“In 1800s, workers organized in unions and joined political parties to demand better treatment.”</i> </td> <td style="width: 33%; vertical-align: top; padding: 5px;"> <p>Responses that earn 2 points:</p> <ul style="list-style-type: none"> • Use at least two specific historical examples to support an argument regarding the spread of democratic ideas in the 1800s. <p>Examples that successfully support an argument with evidence:</p> <ul style="list-style-type: none"> • <i>“Newly developed ideologies, such as socialism and liberalism, supported universal suffrage and promoted development of democratic institutions.”</i> [Uses evidence to support an argument about the spread of democratic ideas in the 1800s] • <i>“While the Radicals in Britain demanded universal male suffrage, it was thanks to the feminist movement, including the British Women’s Social and Political Union, that the ideas of suffrage were eventually extended to the whole population.”</i> [Uses evidence to support an argument about the spread of democratic ideas in the 1800s] • <i>“The Revolutions of 1848 were liberal in nature and were inspired by nationalist ideas with the intention to establish democratic nation states.”</i> [Uses evidence to support an argument about the spread of democratic ideas in the 1800s] </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 the 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 or region:</p> <ul style="list-style-type: none"> • <i>“The experiences with democracy in the new American republic promoted political reform and revolution in France.”</i> • <i>“The Cold War is a great example of a battle between a democracy and a dictatorship.”</i> 	<p>Responses that earn 1 point:</p> <ul style="list-style-type: none"> • Identify at least two specific historical examples relevant to the spread of democratic ideas in the 1800s. <p>Examples of evidence that are specific and relevant include the following [two examples required]:</p> <ul style="list-style-type: none"> • The rise of the trade unions among the working classes • Early 19th-century political revolts against autocracy, including the Decembrists • The July Revolution in France • The Chartist movement in Britain • New ideologies, including liberalism, feminism, Utopian socialism, Marxism, anarchism, nationalism • Suffrage advocacy, the Chartist movement • The development of mass-based political parties throughout the continent, including those representing the workers • Reform movements and social reformers • The promotion of literacy and compulsory public education • The Revolutions of 1848 • The abolition of slavery and serfdom <p>Example of a statement that earns one point for evidence:</p> <ul style="list-style-type: none"> • <i>“In 1800s, workers organized in unions and joined political parties to demand better treatment.”</i> 	<p>Responses that earn 2 points:</p> <ul style="list-style-type: none"> • Use at least two specific historical examples to support an argument regarding the spread of democratic ideas in the 1800s. <p>Examples that successfully support an argument with evidence:</p> <ul style="list-style-type: none"> • <i>“Newly developed ideologies, such as socialism and liberalism, supported universal suffrage and promoted development of democratic institutions.”</i> [Uses evidence to support an argument about the spread of democratic ideas in the 1800s] • <i>“While the Radicals in Britain demanded universal male suffrage, it was thanks to the feminist movement, including the British Women’s Social and Political Union, that the ideas of suffrage were eventually extended to the whole population.”</i> [Uses evidence to support an argument about the spread of democratic ideas in the 1800s] • <i>“The Revolutions of 1848 were liberal in nature and were inspired by nationalist ideas with the intention to establish democratic nation states.”</i> [Uses evidence to support an argument about the spread of democratic ideas in the 1800s]
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<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 through sophisticated argumentation and/or effective use of evidence.</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>Examples that do not earn points:</p> <p>Provide evidence but offer no reasoning to connect the evidence to an argument <i>“Great Britain had a long tradition of parliamentary government.”</i></p>	<p>Responses that earn 1 point:</p> <ul style="list-style-type: none"> Must demonstrate the use of historical reasoning to frame or structure an argument about the spread of democratic ideas in the 1800s. The reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking specificity. <p>Using a historical reasoning process to frame or structure an argument could include:</p> <ul style="list-style-type: none"> Using comparative reasoning to explain effects of the democratic ideas in the 1800s. Structuring an argument thematically to highlight differences in a thematic category, such as politics, culture, or economics. Arranging an argument to recount developments over the course of the period showing change over time. <p>Example of acceptable use of historical reasoning:</p> <ul style="list-style-type: none"> <i>“In the 19th century, France led the democratic movement in Europe and despite the fact that</i> 	<p>Responses that earn 2 points:</p> <p>May demonstrate a complex understanding through sophisticated argumentation that is relevant to the prompt. This may be done in a variety of ways, such as:</p> <ul style="list-style-type: none"> Explaining multiple themes or perspectives to explore complexity or nuance; OR Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR Explaining both cause and effect, both similarity and difference, or both continuity and change; OR Explaining relevant and insightful connections within and across periods or geographical areas. These connections should clearly relate to an argument that responds to the prompt. <p>May demonstrate a complex understanding through effective use of evidence relevant to an argument that addresses the prompt. This may be done in a variety of ways that might include:</p> <ul style="list-style-type: none"> Explaining how multiple pieces of specific and relevant evidence [at least four] support a nuanced or complex argument that responds to the prompt; OR Using evidence effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt. <p>Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> Explaining differences between the effects of the spread of democratic ideas in different regions of Europe, e.g., Western Europe compared to Russia. [Explaining multiple themes or perspectives to explore complexity or nuance] Explaining how foreign policy and warfare led to different effects of liberalization and spread of democratic ideas. [Explaining multiple effects] Acknowledging reactionary responses to democratic ideas and evaluating their ultimate impact/significance. [Using evidence effectively to demonstrate a sophisticated understanding]

AP® European History 2024 Scoring Guidelines

		<p><i>republic and monarchy kept changing each other since the Revolution of 1789, after a series of hurdles the long-lasting Third Republic was finally established in 1870.</i> [Indicates change over time to explore the changing nature of democracy in France]</p>	<ul style="list-style-type: none">• Evaluating how the effects of nationalism differed or were similar to the effects of democratic ideas. [Examining multiple themes or perspectives]
<p>Additional Notes:</p> <ul style="list-style-type: none">• To earn the first point for analysis and reasoning, the response must use historical reasoning to structure a response to the prompt, although the reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking in specificity.• This complex understanding must be part of the argument and may be demonstrated in any part of the response.• While it is not necessary for this complex understanding to be woven throughout the response, it must be more than merely a phrase or reference.			

Sample 4A:

In the 1700's and into the 1800's, the process known as the Enlightenment began to take place in Europe. A new emphasis on rationalism and questioning traditional authority became prominent in the era. Philosophers like John Locke established the idea that the people have natural rights and a social contract existed between the government and its people. Jean JAcque Rousseu believed in the idea of popular sovereignty where the people should choose their government and that the government was response to the people. These ideas helped to fostor an increase in democratic ideas with people calling for new ideas of government and rights and greater representation in government, challenging the traditional forms of government in place which consolidated power in monarchies or in nobilities. The most significant effect of the spread of these democratic ideas was that it created movements calling for change in European politics, demonstrated by the Revolutions of 1848 and the rise of groups looks for increased rights.

The most significant effect of the democratic ideas was that it led to movements calling for change in politics, specifically the revolutions of 1848 in this case. In France, Germany, and Austria, revolutions took place. In France, revolutionaries responded to Louis Philipee's ineffective government by overthrowing it and creating a republic under the leadership of president Louis Napoleon. In Germany, delegates met at the Frankfurt Assembly and attempted draft a new Constitution. In Austria, the conservative government was overthrown by the rebelling people, and the emperor and the conservative bastion of Europe, Klemet Von Metternich were ousted. While these revolutions were ultimately a failure as conservative movements, specifically Russia invading Austria and King Frederick Wilhelm crushing the Frankfurt Assembly, along with Louis Napoleon becomming Emperor Napoleon III in France, these Revolutions were caused by liberal and nationalistic furvor, which was spurred on by the spreading of democratic ideas. Desires for a democratic government led the common people to revolt in defiance of their traditional forms of government which kept all of the power wrapped tightly in the hands of the king of elite nobles in society. These people revolted in order to try and create a new government, one that rest upon democratic ideals where the people had the a voice in the new government.

The rise of groups looking for rights further shows how the creation of movements of change was the most significant effect of the spread of democratic ideals. The Women's movement was a major force in the 1800's, with groups of women calling for increased access to rights, specifically suffrage. Emmeline Pankurst was a leader who used militant methods of protest to force the women's demands through. Furthermore in Ireland, groups began calling for Irish home rule and a break from Great Britain. Political parties also began to emerge in the 1800's as socialist parties like the German Social Democratic Party rose following German unification. All of these groups arose from a common cause: the spreading of democratic ideals. These ideas were used by some to call for an increase in the expansion of suffrage, specifically in the women's movement, as the looked for a more inclusive democratic model to represent the concerns of women. Irish calls for home rule were started because of the lack of concern for Irish problems in the British Parliement, leading them to call for Irish home rule in order to govern themselves to better represent their needs. Furthermore political parties, like the German Social Democrats, rose up to better represent the workers of Germany, whose concerns had previous not been recognized by government. These groups all reflect the effect of democratic ideas spreading because they wanted to make insitutions more

democratic in the sense of representing their needs, a want fostered by the spreading of democratic ideas.

Sample 4B:

After the American Revolution, the United States was formed on the basis of democratic principles. The newly formed nation operated with a representative government and had a constitution and a bill of rights. This model was built on principles Enlightenment thinkers developed, as authors like Locke and Montesquieu spread ideas of democracy and natural rights throughout Europe and European colonies. Democratic ideals continued to spread throughout European politics in the 1800s, which led to a reduction in absolutist rule and a shift towards representation in government, as people protested centralized monarchies. Despite success in some nations, not all the revolutions that occurred were successful.

Democratic ideas reached many people in the public, and new waves of liberal thought from the Enlightenment led to liberal movements all throughout Europe. The Liberal Revolutions occurred because people, mainly students, were inspired by liberal sentiment and wanted to reform governments. Though these revolutions were ultimately squashed, they set the stage for more liberal reform, and still had some limited success. In this time, absolutist monarchs ruled without consulting the populace and citizens had no guarantee that their rights would be ensured. In some countries, the Liberal Revolutions led to constitutions being drafted that would ensure people's basic rights were protected. Though many of these constitutions were not finished or implemented, the progress that was made proves that European monarchies were beginning to have less power over the populace.

Revolutions inspired by the spread of democratic ideas varied in effectiveness. In Britain, the nobility were influenced by democratic ideas and frustrated with the king. As a result, the Glorious Revolution occurred and James II was overthrown, ensuring the power of Parliament to inform government decisions, moving Britain towards a more representative government. The change that was made in Britain shows how democratic ideas could lead to revolutions which reduced absolutism in government. However, in France, rebels acting on democratic ideals caused more absolutism. In the beginning of the revolution, the National Assembly was formed and the country began moving towards having more representation in government. However, government officials became hypocritical, violating the democratic ideals for which they revolted. For example, the Committee for Public Safety was a tyrannical institution that murdered any dissenters in the public and limited free speech. Eventually, Napoleon Bonaparte seized control of France and became an absolutist leader. Despite the democratic intentions of rebels in France, absolutism only became stronger after the Revolution. The contrast between Britain and France shows how revolutions on the basis of democratic ideals were not guaranteed to produce more representative government, and sometimes did the opposite.

The spread of democratic ideals throughout Europe and the 1800s led revolutionaries to attempt to reduce the power of absolutist regimes. Though many succeeded, most of these revolutions had limited success, and sometimes did not achieve their goals at all.

Sample 4C:

The rise and spread of democratic ideology fundamentally altered governmental structure, shaped the political public sphere through influence of philosophes, and eventually set the stage for future European global superpowers. These collective advancements changed the political sphere in Europe from the 1800's and beyond. The spread of democratic ideology can be seen through a multifaceted lens including influence of philosophers on government and social reforms. The first notable influence of democratic principles on the politics was the Glorious Revolution of 1789.

The first true influx of democratic ideals in Europe was characterized in the Glorious Revolution of 1789. This event was a bloodless revolution that brought William of Orange and his wife Mary into power as constitutional monarchs. The importance of this event was the abolition of absolutism and the introduction of democratic ideals into Europe. The Constitutional monarchy was set into place by parliament under the condition of the English Bill of Rights. This document created a balance of power in which contrasted previous absolutist rule by stripping the power away from absolute monarchs and spreading power amongst the system. The parliament and Bill of Rights had heavy influence over government and placed the power within the hands of parliament, the documents, and the monarchs all at once. The success of the Constitutional monarch opened the doors for political reformation in Britain, and allowed the rest of Europe to see that political change was possible. Europeans saw the successes of this new form of government through the prosperity of the people, and therefore sought reform in their own countries, which inevitably influenced the entire political sphere across Europe. This was the first taste of democracy that Europe had seen and it set the stage for future reforms and revolutions across Europe.

The rise of democratic ideologies in countries like Great Britain and France were largely due to philosophes like Montesquieu, John Locke, Voltaire, and Rousseau. Montesquieu was specifically responsible for writing the blueprints for the separation of power in a new democratic approach to government. This idea had an enormous amount of influence in events future western world alike the Glorious Revolution and creation of the United States Constitution. Alongside Montesquieu, was Voltaire. Voltaire spread democratic ideology throughout Europe through his publications with the assistance of the printing press. Voltaire's work promoted freedom of speech critiqued the monarchy and pushed for political reformation. The importance of the philosophes was their role in altering the public sphere in politics. Citizens across countries like Britain and France would engage in political discourse and promote democratic ideologies. People were encouraged to engage in politics, as reflected in civic humanism principles. Influential work from philosophes changed the general consensus on government structure, as it informed and educated the public on the oppression and exploitation. Enlightenment and Scientific principles also began to rise, which further contributed to beliefs alike positivism and rationalism that challenged the church. New ideologies from this era shaped the political sphere for the rest of European History and eventually led to rise of global superpowers.

The Rise of democratic states prompted in the 1800's built the foundation of politics within the Europe we know today. Democracy led by example as it began to flourish in countries like

Britain, the Netherlands, and France. Political ideology shifted entirely from absolutist monarchs having complete control over the state and its citizens, to a democratic rule where power is split between the people, parliament and documents. Economic prosperity, often fueled by the success of capitalism and globalization, granted countries like Britain to build a strong military and solidify itself as a central power, while France followed shortly after.

Democratic ideals catalyzed the expansion of politics to the people, boosted by the printing press, which eventually led to government reforms. The Glorious and French Revolutions fueled by philosophes led to the eventual demise of absolutist rule and opened the window for many democratic states to rise on European politics.

Long Essay Question 4

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

Overview

The Long Essay Question (LEQ) asks students to demonstrate an ability to apply certain historical thinking skills and to demonstrate specific content knowledge. With respect to historical thinking skills, the LEQ emphasizes the skills of context, argumentation and making connections (skills 4, 5, and 6). Accordingly, responses were expected to formulate a thesis in response to a prompt about a particular historical development or period in European history that also established a clear line of reasoning, situate that thesis in a relevant historical context, and develop an argument to support the thesis. In developing the argument, the response also needed to provide at least two specific and relevant pieces evidence in support of its points, employ historical reasoning, and demonstrate a complex understanding of a particular development in European history, in part by identifying patterns and connections between developments in different parts of Europe, or by explaining relationships between developments across time periods.

In 2024, LEQ 4 asked students to evaluate the most significant effect of the spread of democratic ideas on European politics in the 1800s. On the one hand, this prompt created an expectation that the response’s argument engages with causation as a form of historical reasoning. On the other hand, it established particular expectations as to content. In part, this was to be demonstrated by the description of an appropriate context for the historical development in question (the spread of democratic ideas in the 1800s), especially in the form of remarks on the “rise” of democratic ideas in Europe before 1800.

Furthermore, in stating the thesis and developing the argument, responses were expected to demonstrate an understanding of the consequences of the spread of democratic ideas on European political life in the nineteenth century.

Note that the responses did not have to address developments throughout the 1800s; they could concentrate just on, for example, the first half of the period. In addition, the prompt’s reference to “democratic ideas” created an opportunity for responses to comment on the relationship between political and social conditions in Europe during the 1800s.

Long Essay Question 4 (continued)

Sample: 4A

Thesis Score: 1

Contextualization Score: 1

Evidence Score: 2

Analysis and Reasoning Score: 2

Total Score: 6

A. Thesis/Claim (0–1 point):

The response earned 1 point because, in the opening paragraph, it makes a clear claim that responds to the prompt and establishes a line of reasoning, namely, “...the spread of these democratic ideas... created movements calling for change in European politics, demonstrated by the Revolutions of 1848 and the rise of groups [looking] for increased rights.”

B. Contextualization (0–1 point): 1

The response earned 1 point because its opening lines, with their references to democratic ideas emerging from the Enlightenment, describe a broad historical context relevant to the prompt.

C. Evidence (0–2 points): 2

Providing Specific Examples of Evidence

The response earned 1 point because it provides specific examples of multiple pieces of relevant evidence, including the overthrow of Louis-Philippe in France and his (eventual) replacement by Louis Napoleon; the organization of the Frankfurt Parliament to draft a German constitution; Emmeline Pankhurst’s advocacy of women’s suffrage at the end of the century; the emergence of political parties like the German Social Democratic Party.

Using Specific Evidence in Support of a Relevant Argument

The response earned 1 point because all the specific examples of evidence are employed to support the argument’s claims about democratic ideas fomenting calls for political change (and revolution), and the rise of groups advocating for expanded rights.

D. Analysis and Reasoning (0–2 points)

Using Historical Reasoning

The response earned 1 point because it employs causation to structure an argument (e.g., the consequences of democratic ideas on political life). By following up the argument about revolution and change with a discussion of political groups, it engages in an analysis of change over time.

Long Essay Question 4 (continued)

Demonstrating Complex Understanding

The response earned 1 point because it demonstrates a complex understanding on multiple levels: most clearly by using more than four pieces of specific and relevant evidence to develop the argument, but also by discussing each part of the argument from multiple perspectives (e.g., women’s movements, socialist movements, political parties) with added nuance.

Sample: 4B

Thesis Score: 1

Contextualization Score: 1

Evidence Score: 0

Analysis and Reasoning Score: 1

Total Score: 3

A. Thesis/Claim (0–1 point): 1

The response earned 1 point because, in the final paragraph, it makes a defensible claim that responds to the prompt and establishes a line of reasoning (it “lead revolutionaries to attempt to reduce the power of absolutist regimes”).

B. Contextualization (0–1 point): 1

The response earned 1 point because it describes a broader historical context relevant to the prompt (discussion of Enlightenment thinkers, their association with “democratic principles”).

C. Evidence (0–2 points): 0

Providing Specific Examples of Evidence

The response did not earn a point because it does not provide at least two pieces of specific relevant evidence (the reference to liberal revolutions in constitutions counts as one, but the assertion that “absolutism only became stronger after the Revolution” is not specific enough to qualify as evidence; the Glorious Revolution is out of the time frame).

Using Specific Evidence in Support of a Relevant Argument

The response did not earn a point because it does not use at least two pieces of specific and relevant evidence to support an argument.

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

Using Historical Reasoning

The response earned 1 point. Although much of the response is off-topic, focusing on developments before 1800, it does employ historical reasoning (cause and effect) to structure an argument that addresses the prompt.

Long Essay Question 4 (continued)

Demonstrating Complex Understanding

The response did not earn a point because it does not demonstrate a complex understanding of the historical development that is the focus of the prompt. It neither employs sophisticated argumentation relevant to the prompt nor uses multiple pieces of specific evidence to add nuance and complexity to the argument.

Sample: 4C

Thesis Score: 0

Contextualization Score: 1

Evidence Score: 0

Analysis and Reasoning Score: 1

Total Score: 2

A. Thesis/Claim (0–1 point): 0

The response did not earn a point. Its claim concerning the "Glorious Revolution of 1789" does not respond to the prompt.

B. Contextualization (0–1 point): 1

The response earned 1 point because its discussion of the Enlightenment, in particular, describes a broader historical context that is relevant to the prompt.

C. Evidence (0–2 points): 0

Providing Specific Examples of Evidence

The response did not earn a point because it provides no specific examples of evidence relevant to the topic of the prompt (namely, developments in the 1800s).

Using Specific Evidence in Support of a Relevant Argument

The response did not earn a point because it does not present at least two pieces of specific and relevant evidence.

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

Using Historical Reasoning

The response earned 1 point because it does use historical reasoning (primarily causation) to structure an argument.

Long Essay Question 4 (continued)

Demonstrating Complex Understanding

The response did not earn a point because it neither uses sophisticated argumentation that is relevant to the prompt (explaining multiple themes or perspectives, relying on multiple forms of historical reasoning, etc.), nor uses multiple pieces of specific and relevant evidence to add nuance and complexity to the argument.