

2024



AP[®] European History

Sample Student Responses and Scoring Commentary

Set 1

Inside:

Long Essay Question 3

- Scoring Guidelines
- Student Samples
- Scoring Commentary

Question 3: Long Essay Question, French Rev. and changes in international relations

6 points

General Scoring Notes

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the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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

Evaluate the most significant change in international relations within Europe during the period 1789 to 1815.

Reporting Category	Scoring Criteria		
<p>Row A Thesis/Claim</p> <p>[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 change in European international relations during the period 1789 to 1815. 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>“The French Revolution altered international relations dramatically.”</i> <p>Provide a historically defensible claim, but do not establish a line of reasoning</p> <ul style="list-style-type: none"> • <i>“Napoleon increased the level of tension in international relations.”</i> <p>Do not provide a historically defensible claim</p> <ul style="list-style-type: none"> • <i>“The Revolution led to the lasting establishment of representative governments throughout Europe.”</i> <p>Are overgeneralized</p> <ul style="list-style-type: none"> • <i>“The events of the years 1789-1815 overthrew the existing international order.”</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>“Even though the French Revolution challenged the existing political order in Europe, in the end the conservative monarchies reinforced their power by establishing the Concert of Europe.”</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 Napoleonic Wars had the effect of uniting much of Europe against France by attacking established monarchies and encouraging the growth of nationalism.”</i> <p>Establish a line of reasoning</p> <ul style="list-style-type: none"> • <i>“The most significant change in the period was the spread of French revolutionary ideas.”</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			
Row B Contextualization [0-1 points]	0 points Does not meet the criteria for one point.	1 point Describes a broader historical context relevant to the prompt.		
Decision Rules and Scoring Notes				
<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <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>“Europe’s religious divisions continued in this period.”</i> <p>Provide a passing phrase or reference</p> <ul style="list-style-type: none"> • <i>“The period 1789 to 1815 was a time of war and conflict.”</i> <p>Provide an overly generalized attempt at contextualization</p> <ul style="list-style-type: none"> • <i>“International relations had always been tense in Europe.”</i> </td> <td style="width: 50%; vertical-align: top;"> <p>Responses that earn this point:</p> <ul style="list-style-type: none"> • Accurately describe a context relevant to changes in European international relations during the period 1789 to 1815. <p>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> • Factors contributing to the outbreak of the French Revolution • Developments of the French Revolution internal to France • Absolutism • Eighteenth-century alliances and balance of power • The effects of the military revolution • Territorial and colonial competition prior to the Revolution • Established geopolitical rivalries [Britain vs. France, rise of Prussia] • The Enlightenment/Enlightenment Ideals • Enlightened Despotism • Conservatism / reactions to the French Revolution • Romanticism • The American Revolution • Early industrialization <p>Example of acceptable contextualization:</p> <ul style="list-style-type: none"> • <i>“Prior to the Revolutionary period, foreign relations were controlled by monarchs and their ministers.”</i> • <i>“The revolution that began in France would ultimately affect every European country.”</i> [Minimally acceptable contextualization] </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>Do not provide context relevant to the topic of the prompt</p> <ul style="list-style-type: none"> • <i>“Europe’s religious divisions continued in this period.”</i> <p>Provide a passing phrase or reference</p> <ul style="list-style-type: none"> • <i>“The period 1789 to 1815 was a time of war and conflict.”</i> <p>Provide an overly generalized attempt at contextualization</p> <ul style="list-style-type: none"> • <i>“International relations had always been tense in Europe.”</i> 	<p>Responses that earn this point:</p> <ul style="list-style-type: none"> • Accurately describe a context relevant to changes in European international relations during the period 1789 to 1815. <p>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> • Factors contributing to the outbreak of the French Revolution • Developments of the French Revolution internal to France • Absolutism • Eighteenth-century alliances and balance of power • The effects of the military revolution • Territorial and colonial competition prior to the Revolution • Established geopolitical rivalries [Britain vs. France, rise of Prussia] • The Enlightenment/Enlightenment Ideals • Enlightened Despotism • Conservatism / reactions to the French Revolution • Romanticism • The American Revolution • Early industrialization <p>Example of acceptable contextualization:</p> <ul style="list-style-type: none"> • <i>“Prior to the Revolutionary period, foreign relations were controlled by monarchs and their ministers.”</i> • <i>“The revolution that began in France would ultimately affect every European country.”</i> [Minimally acceptable contextualization]
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<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			
	<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</p> <ul style="list-style-type: none"> <i>“Reactions to Napoleon eventually inspired Italian and German unification that would completely change the balance of power in Europe.”</i> 	<p>Responses that earn 1 point:</p> <ul style="list-style-type: none"> Identify at least two specific historical examples relevant to changes in European international relations during the period 1789 to 1815. <p>Examples of evidence that are specific and relevant include the following [two examples required]:</p> <ul style="list-style-type: none"> Reactions in other parts of Europe to political changes in France [e.g., European states taking in French émigrés or Burke’s conservative response to the French Revolution] Military changes brought about by the Revolution [e.g., mass armies, wars of conquest, non-aristocrats rising to officer rank] Coalitions against Revolutionary France and Napoleon The creation and collapse of the Napoleonic Empire National mobilization and wars of resistance [e.g., Russia, Spain, Germany] The Congress of Vienna Conservative leaders [e.g., Metternich] The Code Napoleon and the attempt to impose it on the Napoleonic Empire. The Continental System The overseas effects of the Revolutionary and Napoleonic Wars [e.g., the Haitian Revolution, Latin American Wars of Independence] The establishment of new political units under Napoleon [e.g., The Confederation of the Rhine, the Duchy of Warsaw, etc.] Napoleon’s invasion of Egypt <p>Example of a statement that earns one point for evidence:</p> <ul style="list-style-type: none"> <i>“Napoleon tried to unite Europe against Britain, his main enemy, both by direct conquests of regions such as Italy and Germany, but also through a trade ban known as the</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 changes in European international relations during the period 1789 to 1815. <p>Examples that successfully support an argument with evidence:</p> <ul style="list-style-type: none"> <i>“After 1789, a new dimension was added to international politics, as France sought to export its revolutionary ideas through conquest and intimidation.”</i> [Uses evidence to support an argument about the importance of ideology in international relations in the period] <i>“During the Revolutionary and Napoleonic periods, conflicts became more nationalistic, as can be seen in the Spanish and Russian resistance to French invasion.”</i> [Uses evidence to support an argument about the importance of nationalism in international relations in the period] <i>“The revolutionary enthusiasm of the French armies upset the old balance of power.”</i> [Uses evidence to support an argument about the importance of revolutionary ideas in international relations]

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		<p><i>Continental System.</i>" [Mention of two different actions is credited as two distinct pieces of evidence]</p>	
<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						
<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"> • 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</p> <ul style="list-style-type: none"> • <i>“Monarchs of countries invaded by Napoleon appealed to nationalist ideas to rally resistance.”</i> </td> <td style="width: 33%; vertical-align: top; padding: 5px;"> <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 changes in international relations within Europe during the period 1789 to 1815. The reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking specificity, 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 change and continuity over time to explain differences in international relations at different times within the period 1789 to 1815. • Structuring an argument thematically to explain political and military changes that affected international relations in the period 1789 to 1815. • Using comparative reasoning to explain similarities and differences in various countries’ foreign policy agendas. <p>Example of acceptable use of historical reasoning:</p> </td> <td style="width: 33%; vertical-align: top; padding: 5px;"> <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 important continuities in international relations [such as Britain’s continued interest in overseas expansion] as well as significant changes in international relations. • Explains how multiple factors, such as economic interests, ideological changes, and geopolitical calculations, contributed to changes in international relations in the period. [Explaining multiple themes or perspectives to explore complexity or nuance] • Evaluating whether the changes to international relations were or were not more significant than the continuities. [Explaining both continuity and change] • Considering the relative significance of more than one possible change before ultimately arguing in favor of one. 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[Explaining multiple themes or perspectives to explore complexity or nuance] • Evaluating whether the changes to international relations were or were not more significant than the continuities. [Explaining both continuity and change] • Considering the relative significance of more than one possible change before ultimately arguing in favor of one. [Using evidence effectively]
<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</p> <ul style="list-style-type: none"> • <i>“Monarchs of countries invaded by Napoleon appealed to nationalist ideas to rally resistance.”</i> 	<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 changes in international relations within Europe during the period 1789 to 1815. The reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking specificity, 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 change and continuity over time to explain differences in international relations at different times within the period 1789 to 1815. • Structuring an argument thematically to explain political and military changes that affected international relations in the period 1789 to 1815. • Using comparative reasoning to explain similarities and differences in various countries’ foreign policy agendas. <p>Example of acceptable use of historical reasoning:</p>	<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 important continuities in international relations [such as Britain’s continued interest in overseas expansion] as well as significant changes in international relations. • Explains how multiple factors, such as economic interests, ideological changes, and geopolitical calculations, contributed to changes in international relations in the period. [Explaining multiple themes or perspectives to explore complexity or nuance] • Evaluating whether the changes to international relations were or were not more significant than the continuities. [Explaining both continuity and change] • Considering the relative significance of more than one possible change before ultimately arguing in favor of one. [Using evidence effectively] 				

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		<ul style="list-style-type: none"> • <i>“People outside of France were inspired by French revolutionary ideas, such as liberalism, which were spread by French armies.”</i> [This statement would need to be followed with at least a minimal elaboration of this reasoning] • <i>“Throughout the period, French aggression tended to unite other European powers in opposition...”</i> [This statement would need to be followed up with at least a minimal elaboration of this reasoning] 	<p>to demonstrate a sophisticated understanding of different perspectives relevant to the prompt]</p>
<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. 			

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.

Europe in the ages of 1784-1815 saw a major change in international global relations and a disruption to the balance of power on the continent, ~~leading~~ due to the Napoleonic Era. Leading up to the Napoleonic Era however, ~~was~~ was a French Revolution that changed their country dynamics but caused significant upheaval. Additionally leading up to this era, Europe fought many wars that wanted to prevent one power from becoming too powerful, such as the War of Spanish Succession that prevented France from occupying few monarchies, and thus establishing Britain as the international power, not France anymore. Thus, ~~the~~ the most significant change in international relations within Europe during the period of 1784-1815 was the Reign of Napoleon, as he forever altered international relations on the continent due to his major territorial conquests, continental system, and just his desire to upset international relations by making France the dominant power, all disrupting international balance of power.

First, the Napoleonic Era changed international relations because he wanted to make France the most powerful country on the continent. He did this by territorial gain at first, invading numerous ~~countries~~ places across Europe to add to his empire. For example, one of Napoleon's conquests was in the German era as he ~~fight~~ won a battle and thus got many of the independent German states to collectively form the Rhine Confederation to help grow his empire. This thus dissolved the Holy Roman Empire and ~~also~~ disrupted international relationships due to the ~~upset~~ power imbalance.

Second, ~~the~~ the Napoleonic Era ~~disrupted~~ ^{changed} international relationships significantly due to his continental system. Napoleon established that

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Question 4



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System and got the alliance of powerful Russian Tsar Alexander in order to ~~become the~~ unite all of Europe into one giant empire under his rule. His continental system's goal was to starve Britain, because at the time Britain was the largest international power on the European continent. He used this system to disrupt international relations by forbidding any country to engage in trade or any sort of economic relations with Britain. Ultimately, Napoleon's system failed and thus contributed to even more change within international relations because no country could sustain themselves without British trade, thus proving Britain's dominance in international relationships yet again.

Lastly, another reason of the Napoleonic era changing international relations in Europe was that his disruption had caused Europe so much harm, that a conservative Congress of Vienna was established to create an international alliance in order to prevent future Napoleons from upsetting the balance of power on the continent by stating all countries must come to the aid of others in case of more upheaval.

A very similar international relationship change in Europe to the Napoleonic reign was WWI. Both of these events significantly disrupted the international power balance of relationships because both eras were characterized by one country wanting to become too powerful, then alliances of other countries hopping in to the war ~~in~~ in order to create peaceful international relations. During Napoleon era, France was becoming far too powerful through territorial expansions and conquests, while during WWI Germany was recently unified and doing the same. During both eras, Britain jumped in to ensure ~~the~~ France was not becoming too powerful, and that

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Germany was not becoming too powerful. Both instances, Britain used their naval blockade and help of other countries to help balance out the country and restore peaceful international relationships where no power was dominating and changing relations.

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0078297



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There was much change in Europe throughout the period 1789-1815. Leading up to 1789 most countries had monarchs. These monarchs exercised divine right in countries like England and France. This all started to change in 1789 with the French Revolution. While foreign relations changed greatly in Europe because of the French Revolution and Napoleon Bonaparte. It also changed greatly because of ^{fear for revolutionary ideas} ~~the French Revolution~~. The French revolution being incredibly significant.

The French revolution caused significant change in foreign relations. In France they started the revolution with little idea of how they were going to run the country. This drove France into much chaos. With France in chaos many countries didn't like how they were running. These countries also didn't like France's revolution as it could spread ideas to their people. This led many countries to declare war on France while they were having their revolution. This was a drastic change in foreign relations at the time. Another major reason for tense foreign relations was Napoleon.

Napoleon caused many issues with foreign relations. These issues went with already existing issues from the revolution. Napoleon took over France and became emperor to bring it out of chaos. Many countries did not like Napoleon and many wars happened because of this hate. Napoleon during this time became incredibly powerful and took over almost all of Europe because of his military genius. This caused even worse foreign relations as allies were formed and broken. Napoleon caused lots of chaos in Europe

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with his need to continue conquering, Napoleon was a major cause in the chaos that ensued in Europe in this period. Napoleon led to war in Europe and to something else significant to countries in Europe.

The fear of the spread of revolutionary ideals also affected foreign relations in this time period. With Napoleon conquering so much of Europe the French ideas of revolution spread to more and more of Europe. This made leaders fear for takeover by its own people even after the defeat of Napoleon. This all led to even greater dispute between the countries in Europe. The fear of revolution might have been more powerful than anything else. These factors all led to significant change in foreign relations at the time.

Foreign relations changed greatly in Europe because of the French revolution and Napoleons wars. It however also changed greatly because of the fear of spreading revolutionary ideas.

Page 6

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

The most significant change with international relations in Europe between 1789 to 1815 was the French Revolution, because of the imperialistic mindset of Napoleon, ~~which~~ leading to tensions between powerful European nations.

Napoleon's ~~invasion~~ invasion of Russia was arguably one of his biggest mistakes. This was towards the end of his "conquest of the world", and at this point, was getting too greedy. Napoleon initially invaded Russia during the fall in hopes he would defeat them quickly. That wasn't the case. The French were eventually hit by the Russian winter, which completely depleted their supplies. Napoleon was eventually forced to retreat after losing over 90% of his army. Because this was towards the end of his reign, Russia didn't take full action against him, but this caused tensions to rise between France & Russia.

His second mistake, the battle at Aibraltar. The French had one of the greatest Navys out of the powerful European nations; ~~nevertheless~~, decided to fight the British Navy, one, if not the, strongest Navy in the world. This was fought in the Mediterranean near the Iberian Peninsula. The British quickly demolished the French Navy, again, showing Napoleon's greed for conquest.

Lastly, the battle of Waterloo, his final defeat.

Napoleon was originally exiled to a small island of the west coast of Italy as a punishment for his imperialistic actions. Despite his seduction, he managed to escape and return as France's leader. Napoleon aimed at one last step towards his goal, but ~~it~~ was put to an end ^{during} ~~at~~ Waterloo.

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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.

He was then exiled, once again, to an island near Madagascar.

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

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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 2024 each LEQ asked students to determine the most significant change during a particular time period and aspect of European history. LEQs require students to formulate arguments, utilize evidence, address historical context, and display an ability to employ historical reasoning skills. In the case of LEQ 3, responses were expected to demonstrate historical reasoning, specifically analyzing the most significant change in international relations during the period 1789 to 1815.

Responses were expected to provide a thesis that identified the most significant change in international relations during the period 1789 to 1815 and then establish a clear line of reasoning about how or why this was the most significant change. Responses were expected to relate the topic of the prompt to the broader historical events, developments, or processes that occur before, during, or continue after the time frame specified in the prompt. Responses were expected to provide specific examples of evidence relevant to the most significant change in European international relations during the period 1789 to 1815 and to use this specific evidence to support an argument in response to the prompt.

Responses were expected to demonstrate the use of historical reasoning to frame or structure an argument that addressed the prompt, and although the prompt directed students toward the historical reasoning process of comparison, responses could also frame their arguments around other types of historical reasoning (continuity, causation, and change over time). Responses were expected to demonstrate a complex understanding of the most significant change in European international relations during the period 1789 to 1815. This demonstration of complex understanding could be achieved in various ways. Responses could explain a variety of changes by analyzing the impact of the French Revolutionary and Napoleonic Wars on international relations during the period in question. They could also choose to analyze the impact of the postwar Congress of Vienna (1815). Responses were assessed on the extent to which they performed in the following four categories: thesis and/or claim, contextualization, evidence, and analysis and reasoning.

Sample: 3A

Thesis Score: 1

Contextualization Score: 1

Evidence Score: 2

Analysis and Reasoning Score: 2

Total Score: 6

A. Thesis/Claim (0–1 points): 1

The response earned 1 point for thesis. The final sentence of the first paragraph enumerates multiple ways in which Napoleon changed international relations in Europe during this period, including his wars of conquest and the Continental System.

Long Essay Question 3 (continued)

B. Contextualization (0–1 points): 1

The response earned 1 point for contextualization in the opening paragraph through a discussion of international relations and the balance of power earlier in the 1700s.

C. Evidence (0–2 points): 2

Providing Specific Examples of Evidence

The response earned 1 point for providing specific examples of evidence, including Napoleon’s conquest of the German States and the formation of the Confederation of the Rhine, the Continental System, and the Congress of Vienna.

Using Evidence in Support of a Relevant Argument

The response earned 1 point for using specific pieces of evidence to support an argument in response to the prompt. The response uses Napoleon’s conquest of the German Lands and the formation of the Confederation of the Rhine, as well as the Continental System to support an argument about Napoleon’s ambitions to dominate Europe. The response uses the failure of the Continental System to support an argument about the continued economic dominance of Britain. The response uses the Congress of Vienna to support an argument about the conservative backlash to Napoleon.

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

Using Historical Reasoning

The response earned 1 point for using historical reasoning to structure an argument about how Napoleon’s ambitions, failures, and ultimate defeat changed international relations in Europe in the period between 1789–1815.

Demonstrating Complex Understanding

The response earned 1 point for demonstrating a complex understanding. The response explains multiple changes and a continuity across this period. The response argues that Napoleon’s ambitions led to the destruction of older institutions, such as the Holy Roman Empire. The response also argues that Napoleon’s failure to subdue Britain and his ultimate military defeat were also important factors. According to the response, the failure of the Continental System demonstrated the continued importance of Britain to European trade, and the Congress of Vienna demonstrated how Napoleon’s “disruption had caused so much harm” that it inspired a conservative alliance. In the final paragraph, the response contains a relevant and insightful connection between the role of Britain to restore the balance of power after French and German aggression during the Napoleonic Era and WWI respectively. These connections would also have been sufficient to earn the point for demonstrating a complex understanding.

Long Essay Question 3 (continued)

Sample: 3B

Thesis Score: 1

Contextualization Score: 1

Evidence Score: 0

Analysis and Reasoning Score: 1

Total Score: 3

A. Thesis/Claim (0–1 points): 1

The response earned 1 point for thesis. The claim in the first paragraph that international relations changed greatly during this period due to the “fear of revolutionary ideas” is sufficient to establish a line of reasoning and earn the point.

B. Contextualization (0–1 points): 1

The response earned 1 point for contextualization. The discussion in the second paragraph about the chaos in revolutionary France is sufficient to earn the point.

C. Evidence (0–2 points): 0

Providing Specific Examples of Evidence

The response did not earn the point for providing specific examples of evidence. The response briefly makes several references to Napoleon’s biography including mentioning his military genius and the fact that he became emperor but these are insufficiently specific to earn the point.

Using Evidence in Support of a Relevant Argument

The response did not earn the point for using specific pieces of evidence to support an argument in response to the prompt. The response does not use any specific evidence to support an argument in response to the prompt.

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

Using Historical Reasoning

The response earned 1 point for using historical reasoning to make an argument that the backlash generated in Europe towards both revolutionary ideas and Napoleon was the most significant change in international relations during the period from 1789–1815.

Demonstrating Complex Understanding

The response did not earn the point for demonstrating complex understanding because there was no explicit attempt within the response.

Long Essay Question 3 (continued)

Sample: 3C

Thesis Score: 0

Contextualization Score: 0

Evidence Score: 1

Analysis and Reasoning Score: 0

Total Score: 1

A. Thesis/Claim (0–1 points): 0

The response did not earn the point for thesis. The claim that Napoleon’s “imperialistic mindset” was the most significant change in international relations in the period 1789-1815 is vague and insufficient to establish a line of reasoning.

B. Contextualization (0–1 points): 0

The response did not earn the point for contextualization. The response does not attempt to describe a broader historical context relevant to the prompt.

C. Evidence (0–2 points): 1

Providing Specific Examples of Evidence

The response earned 1 point for providing specific examples of evidence. The response discusses Napoleon’s invasion of Russia and the battle of Waterloo. The inaccurate references to the “battle of Gibraltar” did not count against the response.

Using Evidence in Support of a Relevant Argument

The response did not earn the point for using specific pieces of evidence to support an argument in response to the prompt. The response does not use the battles it discusses to support an argument in response to the prompt.

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

Using Historical Reasoning

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

Demonstrating Complex Understanding

The response did not earn the point for demonstrating complex understanding because there was no explicit attempt within the response.