

2024



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# AP<sup>®</sup> European History

## Sample Student Responses and Scoring Commentary Set 2

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### Question 3: Long Essay Question, Effect of Centralization of State Power

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the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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 centralization of state power in the period 1650 to 1815.

Reporting Category	Scoring Criteria	
<p>Row A Thesis/Claim  [0-1 points]</p>	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.</p>
<b>Decision Rules and Scoring Notes</b>		
<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>• Are not historically defensible.</li> <li>• Only restate or rephrase the prompt.</li> <li>• Do not respond to the prompt.</li> <li>• Do not establish a line of reasoning.</li> <li>• Are overgeneralized.</li> </ul>		<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>• Provide a historically defensible thesis or claim about the most significant effect of centralization of state power in the period 1650 to 1815. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument.</li> </ul>
<p><b>Examples that do not earn this point:</b></p> <p><b>Provide a restatement of the prompt</b></p> <ul style="list-style-type: none"> <li>• <i>“The trend of centralization of state power had overarching effects on all Europe.”</i></li> </ul> <p><b>Provide a historically defensible claim, but do not establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li>• <i>“The most significant effect of the centralization of state power was the creation of absolutism in monarchies.”</i></li> <li>• <i>“Rulers wanted to bring all the people of their lands under centralized rule.”</i></li> </ul> <p><b>Are not historically defensible</b></p> <ul style="list-style-type: none"> <li>• <i>“By the end of the 1700s only Prussia and Sweden appeared to have a strong state.”</i></li> </ul>		<p><b>Examples that earn this point:</b></p> <p><b>Establish a line of reasoning that evaluates the topic of the prompt</b></p> <ul style="list-style-type: none"> <li>• <i>“The most significant effect of the centralization of state power was the emergence of the Enlightenment that occurred as a reaction to the limitations on individual rights and unequal treatment among people under absolutism.”</i></li> <li>• <i>“The most significant effects of centralization of state power were greater control over the nobility and the establishment of a strong bureaucracy.”</i></li> </ul> <p><b>Establish a line of reasoning that evaluates the topic of the prompt with analytic categories</b></p> <ul style="list-style-type: none"> <li>• <i>“The most significant effect of centralization of state power throughout Europe was the ability of the kings and queens to create state-controlled modernized armies without being dependent on the nobles, which allowed them to expand their territories by taking possessions of smaller princedoms and weaker neighbors.”</i></li> </ul> <p><b>Establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li>• <i>“The most significant effect of the centralization of state power from 1650 to 1815 was the creation and spread of nationalism.”</i></li> <li>• <i>“The effects of the centralization of power resulted in forms of government that were more free.”</i> [Minimally acceptable thesis/claim]</li> </ul>
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• 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].</li> <li>• The thesis or claim must identify a relevant development[s] in the period, although it is not required to encompass the entire period.</li> </ul>		

Reporting Category	Scoring Criteria	
<p><b>Row B</b> <b>Contextualization</b></p>	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Describes a broader historical context relevant to the prompt.</p>
<p>[0-1 points]</p>	<p><b>Decision Rules and Scoring Notes</b></p>	
	<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>Provide an overgeneralized statement about the time period referenced in the prompt.</li> <li>Provide context that is not relevant to the prompt.</li> <li>Provide a passing phrase or reference.</li> </ul> <p><b>Examples that do not earn this point:</b></p> <p><b>Do not provide context relevant to the topic of the prompt</b></p> <ul style="list-style-type: none"> <li><i>“Land-based empires employed strong bureaucracy to centralize their states.”</i></li> </ul> <p><b>Provide a passing phrase or reference</b></p> <ul style="list-style-type: none"> <li><i>“Louis XIV challenged the nobility.”</i></li> </ul>	<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>Accurately describe a context relevant to the effects of centralization of state power in the period 1650 to 1815.</li> </ul> <p><b>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</b></p> <ul style="list-style-type: none"> <li>The end of the Tudor Dynasty and the coming of the Stewarts</li> <li>Fragmentation of the Holy Roman Empire</li> <li>The rise of absolutism in Europe</li> <li>Alternatives to absolutist political systems, including constitutionalism</li> <li>Power struggles between monarchs and nobles</li> <li>Competition between minority and dominant national groups</li> <li>Competition between European states for territories and resources</li> <li>The impact of the Thirty Years’ War on relations between church and state</li> <li>The Peace of Westphalia in 1648 gave rise to the idea of a sovereign state</li> <li>The creation of a strong central state as a response to the French Wars of Religion</li> <li>The continued decline of the Catholic Church’s power</li> <li>The decline of the Ottoman Empire and competition for those lands</li> <li>The ability of rulers to set the religion of their territory</li> <li>Monarchs needed to centralize to levy taxes to pay for things like overseas expansion and expanded militaries</li> </ul> <p><b>Example of acceptable contextualization:</b></p> <ul style="list-style-type: none"> <li><i>“The Peace of Westphalia gave rise to the ideas of political sovereignty within each state.”</i></li> <li><i>“The French Wars of Religion led some political thinkers to believe that the king should have absolute power to prevent this from happening again.”</i></li> <li><i>“Many rulers in Europe created more powerful states in attempt to compete with other monarchs.”</i> [Minimally acceptable contextualization]</li> </ul>
	<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>To earn this point, the context provided must be more than a phrase or reference.</li> </ul>	

Reporting Category	Scoring Criteria		
<p><b>Row C Evidence</b> [0-2 points]</p>	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Provides specific examples of at least <b>two</b> pieces of evidence relevant to the <b>topic</b> of the prompt.</p>	<p><b>2 points</b> Supports an <b>argument</b> in response to the prompt using at least <b>two</b> pieces of specific and relevant evidence.</p>
<b>Decision Rules and Scoring Notes</b>			
	<p><b>Responses that do not earn points:</b></p> <ul style="list-style-type: none"> <li>Identify a single piece of evidence.</li> <li>Provide evidence that is not relevant to the topic of the prompt.</li> <li>Provide evidence that is outside the time period or region specified in the prompt.</li> <li>Repeat information that is specified in the prompt.</li> </ul> <p><b>Examples that do not earn points:</b></p> <p><b>Provide evidence that is outside the time period or region</b></p> <ul style="list-style-type: none"> <li><i>“Italian and German respective unifications created strong nation states.”</i></li> </ul>	<p><b>Responses that earn 1 point:</b></p> <ul style="list-style-type: none"> <li>Identify at least two specific historical examples relevant to the effects of centralization of state power in the period 1650 to 1815.</li> </ul> <p><b>Examples of evidence that are specific and relevant include the following [two examples required]:</b></p> <ul style="list-style-type: none"> <li>Theories of absolutism/divine right</li> <li>Absolutist monarchs, such as Louis XIV, Joseph II, Frederick II, and Catherine the Great</li> <li>Emperor Napoleon I</li> <li>Art and monumental architecture</li> <li>Enlightened absolutism</li> <li>The revamping of state collection of taxes and finances</li> <li>Limited participation of nobility in governance of the absolutist states</li> <li>The preservation of social and economic privileges for the nobility</li> <li>Resistance from the nobility, e.g., the Fronde in France</li> <li>The new concept of the sovereign state and eventually of the nation-state</li> <li>The development of the modernized, state-controlled military</li> <li>The English Civil War resulting in the development of a system opposing absolutism</li> <li>The Napoleonic Wars causing nationalistic sentiment in Europe</li> <li>The Congress of Vienna restoring monarchies in Europe</li> <li>The fragmentation of the Holy Roman Empire as an example of a state that failed to adopt centralization</li> <li>The partition of Poland due to the inability of the Polish monarchy to consolidate its authority over the nobility</li> </ul> <p><b>Example of a statement that earns one point for evidence:</b></p> <ul style="list-style-type: none"> <li><i>“After being confronted with the Fronde, Louis XIV established an absolutist rule in France.”</i></li> </ul>	<p><b>Responses that earn 2 points:</b></p> <ul style="list-style-type: none"> <li>Use at least two specific historical examples to support an argument regarding the effects of centralization of state power in the period 1650 to 1815.</li> </ul> <p><b>Examples that successfully support an argument with evidence:</b></p> <ul style="list-style-type: none"> <li><i>“He also revoked the Edict of Nantes with the Edict of Fontainebleau, ending religious toleration in France and forcing all French people to be Catholic, or to submit to his will. This imposition of religious uniformity restricted the freedom of French citizens, making them easier for Louis to control.”</i> [Uses evidence to support an argument about the effects of centralization of state power in the period 1650 to 1815]</li> <li><i>“Both Frederick II of Prussia and Catherine II of Russia were enlightened absolutists who modernized their armies and expanded the territories of their empires.”</i> [Uses evidence to support an argument about the effects of centralization of state power in the period 1650 to 1815]</li> <li><i>“The resistance of the nobility to the centralization of state power in the hands of the monarch led to various responses, including the rise of French autocracy, or, as in England, to the development of constitutionalism.”</i> [Uses evidence to support an argument about the effects of centralization of state power in the period 1650 to 1815]</li> </ul>

**Additional Notes:**

- 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><b>Row D</b> <b>Analysis and Reasoning</b>  <b>[0-2 points]</b></p>	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Uses historical reasoning [e.g., comparison, causation, continuity, and change] to frame or structure an argument that addresses the prompt.</p>	<p><b>2 points</b> 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>
<b>Decision Rules and Scoring Notes</b>			
	<p><b>Responses that do not earn points:</b></p> <ul style="list-style-type: none"> <li>May include evidence but offer no reasoning to connect the evidence to an argument.</li> <li>May assert the use of historical reasoning but does not use it to frame or structure an argument.</li> </ul> <p><b>Examples that do not earn points:</b></p> <p><b>Provide evidence but offer no reasoning to connect the evidence to an argument</b></p> <ul style="list-style-type: none"> <li><i>“Catherine the Great of Russia was a despot.”</i></li> <li><i>“The Holy Roman Empire was weak, but Prussia was strong.”</i></li> </ul>	<p><b>Responses that earn 1 point:</b></p> <ul style="list-style-type: none"> <li>Must demonstrate the use of historical reasoning to frame or structure an argument about the effects of centralization of state power in the period 1650 to 1815. The reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking specificity.</li> </ul> <p><b>Using a historical reasoning process to frame or structure an argument could include:</b></p> <ul style="list-style-type: none"> <li>Using comparative reasoning to explain differing effects of state centralization in different countries.</li> <li>Structuring an argument thematically to highlight differences in a thematic category, such as military, culture, and society.</li> <li>Arranging an argument to recount developments over the course of the period showing change over time.</li> </ul> <p><b>Example of acceptable use of historical reasoning:</b></p> <ul style="list-style-type: none"> <li><i>“France originally achieved centralization of state power during the absolutist period, but it emerged</i></li> </ul>	<p><b>Responses that earn 2 points:</b></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"> <li>Explaining multiple themes or perspectives to explore complexity or nuance; OR</li> <li>Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR</li> <li>Explaining both cause and effect, both similarity and difference, or both continuity and change; OR</li> <li>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.</li> </ul> <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"> <li>Explaining how multiple pieces of specific and relevant evidence [at least <b>four</b>] support a nuanced or complex argument that responds to the prompt; OR</li> <li>Using evidence effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt.</li> </ul> <p><b>Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided:</b></p> <ul style="list-style-type: none"> <li>Explaining differences between the causes and effects of centralization of state power based on the changes in the political structures of various states. [Provides insightful connections within and across periods or geographical regions]</li> <li>Explaining how differences in political culture led to different effects in different countries [e.g., France vs. England]. [Explaining multiple effects]</li> <li>Considering similarities between certain factors affecting the centralization of state power, such as a reaction to the nobility’s resistance in various states. [Using evidence effectively to demonstrate a sophisticated understanding]</li> </ul>

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		<p><i>as a nation in the anti-monarchical Revolution.”</i> [Indicates change over time to explore differing effects of the centralization of state power]</p>	<ul style="list-style-type: none"><li>• Acknowledging the variety of external factors, such as military competition with neighboring nations, that affected development of states. [Examining multiple causes, themes, or perspectives]</li></ul>
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"><li>• 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.</li><li>• This complex understanding must be part of the argument and may be demonstrated in any part of the response.</li><li>• 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.</li></ul>			

## Sample 3A:

Prior to the European centralization of power, the Protestant Reformation caused more secular thought to pop up in Europe. The rise in secular beliefs caused individuals to want to separate from the Catholic Church, and in turn helped monarchs take power from the church and use it for themselves. This began with people like Henry VIII using this power and forming his own church, and obviously declaring himself head of it. Later, monarchs such as Louis XIV and James I of England used this power even more, and became known as absolutist. However, their power became too extreme and set up the monarchs that followed them for extreme political uprisings and unrest. The centralization of state power from 1650-1815 caused extreme political unrest throughout Europe, and this is well represented through the French Revolution, English Civil War, and the new forms of thought that began from the consolidation of power.

The French Revolution was one of the biggest political uprisings in the history of the world, and was ultimately caused by the former leader Louis XIV. Louis XIV used his extreme power to fight in many different wars like the 9 years war and War of Spanish Succession. Louis was able to gain some more power through these wars, but ended up spending a lot of money to do so, and along with his extravagant lifestyle and spending lots of money building the Palace of Versailles, France was in major debt. Once Louis XVI took power, France was a mess and revolts were bound to happen. A screwed up economy, a famine, and wealth disparity caused a revolution to begin, and Louis XVI was later executed. While the French people blamed Louis XVI for their problems, Louis XIV was mainly at fault because of his large spending and former absolutist rule. However, some may argue that Louis XVI was the main person at fault because of his reluctance to make the 1st and 2nd estates pay more taxes than the 3rd estate. While this claim is definitely true and Louis XVI was somewhat to blame, the French economic problems would not have been present without Louis XIV and the issues would have been much smaller without his extravagant spending and absolutist rule.

The English Civil War was also a major result of absolutist rules during this time period. When the Stuart dynasty took power in England, James I ruled with lots of power and did things like release the King James Bible, which angered many British people, like Catholics during his reign. When his son, Charles I took power he ruled with more power than his father, and he angered many Puritans and Anglicans when he made the official religion of England Catholic. Charles I also spent large amounts of money, and he ignored parliament in the process when he refused to stop his spending. Many British people were tired of his absolutist tenure, and that is when the Civil War began. After many years of chaos, Oliver Cromwell came to power and still ruled over the British people with absolute power. He killed many Catholics, especially in Ireland, and after his reign and 2 more failed Stuart reigns, the parliament knew there needed to be change. So, Britain became a constitutional monarchy and gave individual citizens more rights. This relates to my thesis because the absolutist rules of James I, Charles I, and Cromwell resulted in major chaos across England, and once these absolutist reigns stopped England became the lead figure in the world and even led the first Industrial Revolution. The Stuart and Cromwell centralization of power resulted in chaos

across England, and once these absolutist reigns ended England returned to normalcy and domination.

The Enlightenment was a result of the Absolutist reigns occurring in Europe, and many different philosophers had differing viewpoints on this. Philosophers such as John Locke and Jean-Jacques Rousseau helped influence the two aforementioned revolutions because of their democratic viewpoints on politics, and how individuals should have the right to elect whomever they see fit to govern them. These 2 philosophers directly went against the absolutist monarchs in this time period, and helped set the stage for the rest of European politics. However, philosophers like Thomas Hobbes disagreed with this premise, and believed that the absolutist rulers during this time period were necessary for stability. He argued that man was naturally bad, and needed to be ruled by an absolutist monarch to stay grounded. Hobbes' social contract wanted individuals to give up their rights to a monarch so they could stay grounded, while Rousseau's social contract stated that people should agree to elect a leader together. These contrasting beliefs were both caused by the absolutist reigns in Europe, and ultimately Rousseau's ideas would spread rapidly. The ideas of the Enlightenment were clearly influenced by absolutist reigns like Louis XIV and Charles 1 of England, and while the Enlightenment ultimately caused the installation of more democratic forms of government, some philosophers still believed that absolutist reigns would be more effective.

The centralization of state power from 1650-1815 caused lots of chaos and revolutions throughout Europe, and also sparked new forms of thought and discussion.

## **Sample 3B:**

After the fall of the Roman Empire in the west in 476, Europe went through a period of time where governments were not strong enough to control the whole state. As a result of the weak governments feudalism was established in much of Europe, a system where Kings would give land to Dukes who in return gave land to Counts in order to properly control the land. However with the introduction of gunpowder to Europe starting in the 1400s European monarchs began to destroy the old system of chivalry, with artillery nobles could no longer stay in their castles and wait out a siege, Monarchs could now take more and more land. The centralization of state power from 1650 to 1815 led to increases in military size and the adoption of a permanent army, but most importantly the decline of the aristocracy and the growth of merchants led to the growth of Liberal economic values.

As gunpower became more reliable and knights became less effective, the need for all year long military power became imperative for European monarchs. In France Louis XIV would intervene in numerous military conflicts such as the war of Spanish Succession, during these wars Louis XIV had to raise taxes in order to fund the military however in doing so Louis XIV centralized France and turned it into an absolutist state. In Prussia the military was the state, under Frederick the Great, Prussia successfully used centralization to create a strong professional army that would take Silesia and would lead Prussia into becoming a Great Power. In Eastern Europe these rulers got nicknamed "enlightened absolutists" for their acceptance of some enlightened ideas but they were absolute in their control of the state. Military conflict in Europe was common before the 1600s but the massive increase of military size would lead to some of the deadliest wars seen in Europe since the Roman Empire.

As the militaries were evolving in Europe, a new economic change was shaping the role of Europe, the economic policy of Liberalism would set Europe on a path of domination in the 19th century. In 1776 Scottish economist Adam Smith wrote his "Wealth of Nations" a book that would change economic thought in Europe. Before Adam Smith, economies relied on Mercantilism a policy that focused on internal production and exports while trying to import as little as possible. Liberalism changed this instead of little to no trade between countries, European nations began to trade goods leading to a growing consumer society in European nations. In the Villages and small towns in Europe the enclosure movement got rid of the old system of public land leading to many peasants turning to the cottage industry. The cottage industry began a shift away from agriculture and brought product into the house of many peasants. Eventually with the cottage industry the ideas of the Industrial Revolution inspired many to work harder to produce more products in order to buy more consumer goods. Eventually this shift towards consumerism would lead to the Industrial Revolution the biggest event in history.

After the Congress of Vienna in 1815, Europe would industrialize quickly and would dominate the world, starting new aged colonialism and would lead to a system of globalized trade seen in the modern world today. While living standards for most Europeans would not rise until the 1850s, life in Europe would never be the same, and eventually European technology would be used in a War to End all Wars. A war that in fact did not end all wars.

## **Sample 3C:**

Before the 17th century, the political power of a country was shared between the Church and state. Also, many countries, for example Italy were made up of city-states, and were not unified as one country. This meant that the Church had significantly more political influence than the King. However, during the late 1600s, monarchs started to put more emphasis on the importance of state centralization. The most significant effect of the centralization of state power in the period 1650 to 1815 was the shift towards monarchical rule, due to religious reforms, and industrialization.

One way that monarchical rule effected the centralization of state power in Europe from 1650-1815, was through religious reforms. For example, King Henry VIII of England broke away from the Catholic Church and established the Church of England. King Henry established the church of England as their main religion and unified his people under the rule of a king rather than the pope. Additionally, at the time, the idea of divine right told kings that they were chosen by god and should have divine rule. This was most evidently seen in the rule of King Louis XIV of France. King Louis XIV was an example of an absolute monarch who centralized their country under the power of the King. He made religious reforms such as revoking the Edict of Nantes, which so granted religious tolerance to protestant Huguenots living in France. This was an attempt to unify France one religion, which supported the centralization of France under Louis XIV's absolute monarchical rule.

Another way that monarchical rule effected the centralization of state power in Europe from 1650-1815, was through industrialization. Countries started to industrialize by improving factory production and advancing their military power. A stronger military is what helped countries such as Germany to unify. German unification emphasized the importance of having an industrialized military. At the time Prussia's industrialized advances were establishing them as a major European power. Otto von Bismarck's main policies for unification involved the power of industrialization and war. His ideals for German unification, and consequently the centralization of Germany power, were made possible because of the power of industrialization. Furthermore, industrialization proved that weakness of countries such as Poland was that they did not have a centralized monarchies. The political differences within the Polish congress, were a consequence of a non-centralized monarchy so other countries did the opposite and adopted absolutist policies.

### 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 effect of the centralization of state power in the period 1650 to 1815. Responses were expected to relate the topic of the prompt to the broader historical events, developments, or processes that occurred 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 effect of the centralization of state power in the period 1650 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 causation, responses could also frame their arguments around other types of historical reasoning (comparison, or continuity and change over time). Responses were expected to demonstrate a complex understanding of the most significant effect of the centralization of state power in the period 1650 to 1815. This demonstration of understanding could be achieved in various ways. Responses could explain a variety of changes by analyzing the rising spirit of revolution in reaction to the centralization of power by monarchs. They could also explain a change across time, e.g., nobles experienced a loss of relative power through the policies of Louis XIV. 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 by claiming, at the end of the first paragraph, that centralization of state power led to extreme unrest and violent uprisings.

#### B. Contextualization (0–1 points): 1

The response earned 1 point for contextualization by tracing monarchs' new power in relation to the Church to changes in religious thought.

### **Long Essay Question 3 (continued)**

#### **C. Evidence (0–2 points): 2**

##### **Providing Specific Examples of Evidence**

The response earned 1 point for evidence because it provides at least two specific and relevant pieces of evidence (building of Versailles, French Revolution) in the second paragraph.

##### **Using Specific Evidence in Support of a Relevant Argument**

The response earned 1 point for using evidence to support an argument by using multiple pieces of relevant evidence to explain how the centralization of power in monarchs led people to violent action.

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

##### **Using Historical Reasoning**

The response earned 1 point for historical reasoning by constructing a comparative argument between revolts in England and France.

##### **Demonstrating Complex Understanding**

The response earned 1 point for demonstrating complex understanding through its analysis of multiple effects of monarchs' consolidation of power. In addition to discussing political unrest as an effect, the essay also contains a nuanced discussion of the Enlightenment as a response to absolutist monarchies.

##### **Sample: 3B**

**Thesis Score: 1**

**Contextualization Score: 1**

**Evidence Score: 2**

**Analysis and Reasoning Score: 0**

**Total Score: 4**

#### **A. Thesis/Claim (0–1 points): 1**

The response earned 1 point for thesis by claiming in the first paragraph that the centralization of power led to the establishment of standing armies and the decline of the aristocracy. Although the thesis does mention liberal economic values (which the response does address in detail through a discussion of Adam Smith and liberalism), it is outside of the time frame. However, its inclusion in the thesis statement does not disqualify the otherwise historically accurate thesis statement.

#### **B. Contextualization (0–1 points): 1**

The response earned 1 point for contextualization in the first paragraph by discussing changes to the feudal order prior to 1650.

### Long Essay Question 3 (continued)

#### C. Evidence (0–2 points): 2

##### Providing Specific Examples of Evidence

The response earned 1 point for evidence because it provides two specific and relevant pieces of evidence (Louis XIV’s military ventures and Frederick the Great’s professional army) in the second paragraph.

##### Using Specific Evidence in Support of a Relevant Argument

The response earned 1 point by using multiple pieces of relevant evidence to support an argument about absolutist rulers’ establishment of professional militaries.

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

##### Using Historical Reasoning

The response did not earn a point for historical reasoning. While there is an attempt to compare military and economic reforms, the discussion of economic changes is not used to structure an argument about the centralization of state power.

##### Demonstrating Complex Understanding

The response did not earn a point for demonstrating complex understanding, as there is no discernible attempt to do so.

##### Sample: 3C

**Thesis Score: 0**

**Contextualization Score: 1**

**Evidence Score: 1**

**Analysis and Reasoning Score: 0**

**Total Score: 2**

#### A. Thesis/Claim (0–1 points): 0

The response did not earn a point for thesis. While there is an attempt in the first paragraph, it is not a historically defensible claim.

#### B. Contextualization (0–1 points): 1

The response earned 1 point for contextualization. In the first paragraph, it discusses geographic disunity and competing claims to political and religious authority prior to 1650.

### **Long Essay Question 3 (continued)**

#### **C. Evidence (0–2 points): 1**

##### **Providing Specific Examples of Evidence**

The response earned 1 point for evidence because it provides at least two specific and relevant pieces of evidence (Louis XIV’s centralization of political authority and revocation of the Edict of Nantes) in the second paragraph.

##### **Using Specific Evidence in Support of a Relevant Argument**

The response did not earn a point for supporting a relevant argument.

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

##### **Historical Reasoning**

The response did not earn a point for using historical reasoning, as the attempt to make a comparison includes information outside the time frame.

##### **Demonstrating Complex Understanding**

The response did not earn a point for demonstrating complex understanding, as there is no discernible attempt to do so.