

AP[®] EUROPEAN HISTORY

2007 SCORING GUIDELINES

Question 4

Analyze the problems and opportunities associated with rapid urbanization of western Europe in the nineteenth century.

8–9 Points

- Thesis is explicit and responds fully to the prompt, addressing both problems and opportunities; engages directly with nineteenth-century urbanization; and demonstrates or supports an analytical approach.
- Organization is clear, consistently followed, and effective in support of the argument and may follow a variety or combination of approaches: by task (problems, opportunities), chronological/change over time, or thematic (political, social, cultural, everyday life, comparison/contrast).
- Essay is well balanced; both topics are covered at length, and the essay is consistently focused on urbanization, while other topics, when referenced, are directly linked to the question's tasks and do not detract from the primary focus on urbanization.
- Major assertions and generalizations are supported by multiple pieces of relevant, specific evidence linked to urbanization.
- Preponderance of analysis and evidence are clearly linked to urbanization.
- The essay is predominantly analytical in its approach.
- May contain errors or brief off-topic content that do not detract from the argument.

6–7 Points

- Thesis is explicit and responds to both problems and opportunities; engages with nineteenth-century urbanization; and demonstrates analysis, perhaps with terms that are less sophisticated and more generalized than those that would earn 8 or 9 points.
- Organization is clear and supports the argument, but may be more implicit than in essays that score higher.
- Both major tasks are discussed within the context of urbanization, perhaps unevenly. Specific evidence is used, more frequently and more effectively in an essay scored a 7 than in one scored 6.
- Major assertions in the essay are supported by relevant evidence, and the bulk of analysis and evidence are linked to urbanization, more clearly in a 7 essay than in a 6. The essay may at times describe rather than analyze, but it is mostly analytical.
- May contain an error or off-topic discussion that detracts but does not significantly interfere with the essay tasks.

4–5 Points

- Thesis is explicit, but less effectively expressed because it may not fully respond to the question, OR it may satisfactorily respond to one task but not to the other, OR a substantial portion of the thesis may be off-topic, OR although more than a restatement of the prompt, it largely relies on the prompt's assumptions.
- Organization is apparent but inconsistently followed.
- Essay may show imbalance by insufficiently responding to a major task, OR it introduces outside information without linking it to the tasks, OR problems and opportunities are explicitly discussed, but one or both may be discussed in general terms, lacking specificity.
- Attempts to respond to the tasks are mostly narrative rather than analytical, and analysis may be broadly stated (limited or superficial linking between evidence and analysis for a 5; mostly ineffective attempt at linking in a 4).
- May contain significant errors or off-topic discussions that detract from the argument.

AP[®] EUROPEAN HISTORY
2007 SCORING GUIDELINES

Question 4 (continued)

2–3 Points

- No relevant thesis or a thesis that merely repeats/paraphrases the prompt. Organization is unclear and ineffective; it merely supports a narrative of events, and it may contain significant off-topic material.
- Essay shows serious imbalance in treatment of the two tasks by ineffectively developing one of them.
- There are few assertions supported by relevant evidence. Essay may contain accurate facts about cities, but these are ineffectively linked to analysis dealing with urbanization's problems and opportunities, OR problems, opportunities, and/or urbanization are misconstrued.
- May contain several errors or off-task discussion that detracts from the essay's purpose.

0–1 Point

- No discernable attempt at a relevant thesis.
- Organization does not contribute to the essay's purpose.
- Events or evidence related to urbanization, if present, lack pertinent context.
- One or none of the major topics suggested by the prompt is addressed.
- Little or no supporting evidence is effectively used.
- May contain numerous errors or off-topic discussion.

Write in the box the number of the question you are answering on this page as it is designated in the exam.

#4 A

With the opportunities urbanization provided the citizens of western Europe came many challenges. Of course, ~~the~~ ~~#~~ the Industrial Revolution was in full swing by the nineteenth century all across the Continent, having started in England and progressed toward the East along with sweeping political reforms. For many, moving to the cities afforded opportunities for work ~~and interests~~ ~~at the~~ and a chance to make up from variable ~~past~~ ^{rural} life. ~~However~~ ~~#~~ ~~the~~ ~~question~~ These opportunities come at a price, though.

As the Industrial Revolution spread, factories became the dominant means of making a living above agriculture in Western Europe. Textile mills and steam-powered factories clogged the air with noxious emissions ~~and~~ ~~with~~ ~~turning~~ at top speed up to nearly twenty hours per day. Wages were low in the beginning, and ~~the~~ ^{few} workers' protection laws were virtually nonexistent, permitting ridiculous hours and child labor until sweeping reforms (again, chiefly originating in Britain) began to appear during the mid-19th century, reflecting an increasing emphasis on the new proletariat. ~~The~~ ~~workers~~ Applied to this period, ~~Marx's~~ viewpoints became the reasoning behind the viewpoints of Karl Marx and Friedrich Engels in Das Kapital become's terribly apparent. The workers in the city were faced with abominable conditions, and

A2 #1

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governments weren't working effectively enough to stop the exploitation of the new working classes. Importantly, though, socialism and Marxist points of view ~~became~~ acquired more popularity as a direct result of the process of industrialization and urbanization sweeping Europe.

~~The cities~~ Besides the opportunity for work, though, initial large cities had very little to offer for many members of the impoverished lower classes. ~~However, the~~ The bourgeoisie migrated to the cities in France and ~~to~~ the England and ~~to~~ a ~~part~~ relieved the spoils of the nearly 60% urban population: disease. Due to a combination of astounding raw population growth (the doubling of England's population from 1820 - 1860, for example) and astonishingly bad public health practices, diseases like dysentery, cholera, and ~~even~~ the plague were rampant in the largest cities, ~~at the~~ for the first half of ~~well into the first quarter~~ of the nineteenth century.

Advancements in science and technology, including Florence Nightingale's concepts of hospitals, Louis Pasteur's germ theory of disease, and the Victorian efforts at installing sewage systems helped those problems quite a bit, but were only an initial step in the right direction. It wasn't until after World War I that effective death rates decreased in cities relative to rural areas of Great Britain due to disease.

Still, the entire economic paradigm shifted for the

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#4 A3

Continents as the processes of industrialization continued. The ~~the~~ lower-class peasants, which were the heart of the new proletariat class in Europe, continued to stream into the burgeoning, polluted cities. Owing to the explosive growth ^{the Darwin predictions of} ~~the Darwin predictions of~~ economists like Thomas Malthus appeared to be coming true at the ~~the~~ turn of the 19th century. He and his contemporaries did not take into consideration that the efficiency improvements of living in industrialized society would ~~reverse~~ ^{counteract} the ~~the~~ negative effects of geometric population growth, though. Cities matured into vibrant centers of life by the turn of the 20th century, presenting opportunities not found in the country—social and economic—which the former peasants could not ignore.

The ~~rapid~~ urbanization of Europe presented both problems and opportunities for ~~the~~ ~~many~~ a population which ~~was just~~ ^{was pinning} ~~the~~ ~~cent~~ ~~with~~ the ruthless ~~cent~~ revolutionary period in its history. Taken as a whole, western European urbanization brought the masses to fruition by the end of the 19th century as the new focus of strong, centralized governments like those of England, Germany, and Switzerland. ~~By~~ Even with their flaws, Europeans still migrated to the cities in search of opportunity. The advances which society had made during the course of the century made it all worthwhile.

Write in the box the number of the question you are answering on this page as it is designated in the exam.

-4B

Industrialization in western Europe led to the vast ^{pop} ~~pop~~ ^{industrialization} ~~industrialization~~ and urbanization ^{population} of many popular European cities. As ~~urbanization~~ ^{urbanization} and ~~populations~~ grew, population and urbanization became more rapid in many of the cities. Along Major urbanization caused problems along with opportunities in the urbanized cities of western Europe. Problems such as unemployment and spread of diseases and crowding plagued many of the cities, while ~~the~~ ^{the} mass labor supply and growing cities along with ^{the} change in city working improved ^{the look of} urbanization.

As urbanization picked up and became more rapid the increase of problems in major urbanized cities rose also. Bad living conditions was one consequence of the mass urbanization. People migrated ~~to~~ ^{to} cities and over crowded tenements and city blocks causing harsh living conditions.

Unemployment became another factor as urbanization increased. Citizens populated the cities looking for better lives and jobs. Those who ~~caught~~ ^{got} the job before others were more fortunate while many people were left jobless and ultimately unhappy with the situation, blaming ~~it~~ ^{it} on the government.

With the problems of urbanization came the opportunities of urbanization ~~but~~ ^{but} the opportunity for ~~the~~ ^{the} government to better the cities and which meant better living conditions. The city works implemented by governments such as the roads and railroads gave people better and easier transportation. The factories benefited from urbanization

-4B

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with people flooding in. This flood of people gave factory owners mass labor supply, as the citizens of the urbanized cities earned desired jobs. The labor supply led to the building up of industry and ~~was~~ virtually the economy of the city and state.

While some benefited from urbanization others didn't. The opportunities and problems associated with urbanization made great distance to improve the urbanized cities. Problems were big in urbanization while opportunities were small. The unhealthiness of urbanization plagued cities, while the bliss of employment opportunities fell upon the benefactors of urbanization.

Write in the box the number of the question you are answering on this page as it is designated in the exam.

The Industrial Revolution, starting in Britain, provided new opportunities for ~~the~~ the middle ~~class~~ and lower classes, and started ~~on~~ a new market for technologies. Along with these opportunities came serious problems: the urban poor suffered, and the gap between the classes widened.

One opportunity the industrialization provided was the opportunity for the middle class to excel. ~~They~~ Those who were wealthy enough to start a business using the putting-out or domestic system soon found themselves capable of taking their business to the next level: they could start a factory, guaranteeing the amount and quality of products created. The new industry also ~~gave~~ ^{gave} an opportunity to ~~invent~~ invent new technologies. For example, when Watt invented the steam engine, he filled a need that had been created by the factory owners who

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needed a new way to power their machines. Those who seized the opportunities of the Industrial Revolution gained a lot of money, and it provided a new life for much of the middle class.

Along with providing a new life for the middle class, the Industrialization of western Europe created a new life for much of the lower class. After the Enclosure Act in England, much of the British farming community moved to the cities. There, they could find new jobs at factories. Unfortunately, the number of new urban-dwellers exceeded the numbers of available jobs, creating a large population of urban poor. They were paid little, and often women and children worked long hours to support their family. The living conditions were horrible - there was no water or sewage systems, and homes and air were filthy. Most of these problems weren't fixed for

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a long time. The government started setting ~~very~~ regulations for working in the late 19th century, and many countries became social welfare states in the 20th century, both of which helped the working and living conditions of the poor.

The Industrial Revolution in Western Europe had definite advantages. The middle class became much richer, but unfortunately, the lower class got poorer. Government action has aided the poor a lot, ~~but there are still problems with poverty in Europe~~ and has lessened the gap between classes for the most part. In conclusion, the industrialization of Western Europe provided for many opportunities for the middle class and for new technologies, but it also created an immense problem with the urban poor and a widening gap between the lower and middle class.

AP[®] EUROPEAN HISTORY 2007 SCORING COMMENTARY

Question 4

Overview

This question was designed to elicit analysis of the urban experience that transformed western Europe in the nineteenth century. Its use of the terms “problems and opportunities” gave students an organizing structure to help them sort through a vast number of pertinent elements and led most to respond in terms of both the process and the experience of urbanization. The prompt was broadly written, which allowed students to use as much of the century span as they chose and also accommodated a variety of approaches. Most frequently students used economic and social themes and evidence, but political, intellectual, and cultural themes were also very successfully employed. The primary task—analysis—asked students to develop links between their often substantial factual knowledge with consequences in the perceptions of living conditions, physical reality, and even the concept of urbanization.

Sample: 4A

Score: 9

This essay presents a fully developed thesis and uses the Industrial Revolution to provide historical context and explanation of change, while still maintaining its focus on urbanization. The response is analytical throughout, using ample factual evidence to support assertions. Sophistication is evident in the contrast the student draws between opportunities and problems faced by various population groups, especially the reference to the emergence of the “new proletariat.” Arguments on overcrowding are supported with population statistics, and an analysis of reforms implemented and scientific advances is augmented by references to Florence Nightingale and Louis Pasteur. The essay demonstrates change over time, as “[c]ities matured into vibrant centers of life” by the end of the century.

Sample: 4B

Score: 6

This essay has a clear thesis, on target and focused, with solid treatment of both opportunities and challenges. The essay is fairly well balanced, engages with urbanization as opposed to industrialization, and includes more information than a response that would be scored a 5, in that it acknowledges government’s role and varying urban experiences. It does not reach the level of a 7, because it is often narrative where it could have been analytical and lacks sufficient specific evidence.

Sample: 4C

Score: 3

This essay has no relevant thesis. Instead of dealing with urbanization, it digresses into a discussion of industrialization. The student makes brief references to horrible living conditions and reforms, but with very little support and outside the context of the question.