

# 2003 AP<sup>®</sup> EUROPEAN HISTORY FREE-RESPONSE QUESTIONS

## EUROPEAN HISTORY SECTION II

### Part B

(Suggested planning and writing time—35 minutes)

Percent of Section II score—27 1/2

**Directions:** You are to answer ONE question from the three questions below. Make your selection carefully, choosing the question that you are best prepared to answer thoroughly in the time permitted. You should spend 5 minutes organizing or outlining your answer. In writing your essay, use specific examples to support your answer. Write your answer to the question on the lined pages of the Section II free-response booklet. Be certain to number your answer as the question is numbered below.

2. Identify features of the eighteenth-century Agricultural Revolution and analyze its social and economic consequences.
3. Louis XIV declared his goal was “one king, one law, one faith.”  
Analyze the methods the king used to achieve this objective and discuss the extent to which he was successful.
4. Explain how advances in learning and technology influenced fifteenth- and sixteenth-century European exploration and trade.

# AP<sup>®</sup> EUROPEAN HISTORY 2003 SCORING GUIDELINES

## Question 2

### 9-8-7-6 Stronger Essays

These essays will demonstrate the following qualities with varying degrees of effectiveness:

- Has a clear, well-developed thesis; supports thesis with specific evidence
- Addresses the terms of the question: tasks, content, chronology
- Well organized
- Stronger essays may contain minor errors; even a “9” need not be flawless

#### Indicators: 9-8

1. Thesis identifies (introduces/characterizes/describes) features of the AR and interprets its role in bringing about social and economic consequences in Europe; thesis may be implicit
2. In-depth, balanced treatment of both features and consequences (which may appear as socioeconomic)
3. Develops clear connections between AR and its social and economic consequences

#### Indicators: 7-6

1. Thesis identifies features of the AR and links its role to social and economic consequences; thesis may be implicit
2. Characterizes 2 or more features of the AR and analyzes social and economic consequences of the AR which may overlap; some parts of the question may be addressed more fully than others
3. Essay rises above mere narrative on AR and its consequences

### 5 - 4 Mixed Essays (these scores should be used judiciously)

- Contains a thesis, perhaps superficial or simplistic
- Addresses the terms of the question unevenly: tasks, evidence, chronology
- Uneven organization
- May contain errors, factual and/or interpretive

#### Indicators: 5-4

1. Thesis mentions features and consequences
2. Either features **or** consequences are treated adequately, but not both
3. Features are listed, without characterization; or only one is characterized
4. Social and/or economic consequences discussed

### 3-2-1-0 Weaker Essays

Essays in this category will demonstrate the following qualities in varying degrees

Essays scored 0 or 1 may attempt to address the question but fail to do so.

- Thesis is confused or absent, or simply restates question
- Misconstrues the question, or omits major tasks
- May contain major errors

#### Indicators: 3-2

1. Vague or erroneous treatment of AR's features and/or consequences
2. Partial but inadequate response to the question; may mention only one feature or one consequence
3. Contains few appropriate facts or inadequate information
4. Minimal examples, abundant errors

#### Indicators: 1-0

1. Examples off-task or irrelevant
2. Major errors of fact