

2002 AP[®] 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. Compare and contrast the religious policies of TWO of the following:
Elizabeth I of England
Catherine de Médicis of France
Isabella I of Spain
3. Analyze at least TWO factors that account for the rise and TWO factors that explain the decline of witchcraft persecution and trials in Europe in the period from 1580 to 1750.
4. Analyze the impact of the First World War on European culture and society in the interwar period (1919-1939).

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Part C

(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.

5. In what ways and to what extent did absolutism affect the power and status of the European nobility in the period 1650 to 1750 ? Use examples from at least TWO countries.
6. Many historians have suggested that since 1945, nationalism has been on the decline in Europe. Using both political and economic examples from the period 1945 to 2000, evaluate the validity of this interpretation.
7. Compare and contrast the foreign policy goals and achievements of Metternich (1815-1848) and Bismarck (1862-1890).

END OF EXAMINATION

AP[®] EUROPEAN HISTORY 2002 SCORING GUIDELINES

Question 4

9-8-7-6 Stronger Essays

1. Has a clear, well-developed thesis
 2. Is well organized
 3. Supports thesis with specific evidence
 4. May contain minor errors: even a “9” need not be flawless
- Thesis explicitly connects World War I with developments in interwar culture and society- although typically appearing at the start of the essay, thesis may appear only at the end or be developed over the course of the essay.
 - Links between WWI and interwar culture and society are explicitly developed. Analysis of the links may be uneven; may discuss only a few developments in considerable depth or several developments adequately. Discussion of political (dictatorships) or economic (the Great Depression) developments is acceptable provided they are linked to developments in culture and society. Essay may differentiate between culture and society or may conflate the two.
 - Provides **specific evidence** for the developments or may analyze strongly in more conceptual terms. Chronological focus may be uneven, but primary focus is on the interwar period. Material from the prewar era or post-1939 period is acceptable, provided it is linked to interwar developments in culture and society.

5-4 Mixed Essays

1. Contains thesis, perhaps superficial or simplistic
 2. Responds to question unevenly: task(s), evidence, chronology
 3. May contain errors, factual or interpretive
- Thesis may be superficial, simplistic or imprecise- may just refer to “devastating,” “positive/negative,” “major” impact.
 - Links between WWI and interwar culture and society may be minimal or have to be inferred by the reader- perhaps no more than a reference to devastation. At times may even emphasize other events (the Great Depression.) Links between political (dictatorships) or economic (the Great Depression) developments and interwar culture and society may be vague or not extensively developed.
 - Evidence provided may be of a rather general nature (e.g., references to writers and artists but no specific relevant examples.)
 - Chronological focus may be patchy- may wander out of the interwar period considerably.

3-2-1-0 Weaker Essays

1. Thesis confused, unfocused, or absent, or simply restates the question.
 2. Misconstrues the question or omits major tasks.
 3. May contain major errors.
- Thesis confused, unfocused, or absent, or may simply restate the question.
 - Offers no link between WWI and interwar culture and society. Political (dictatorships) or economic (the Great Depression) developments are not linked to interwar culture and society.
 - Touches briefly upon potentially relevant subjects but fails either to develop them or to link them to the concerns of the question, or both.
 - May misconstrue the question- may, for example, discuss interwar diplomacy, the rise of Hitler, or the coming of World War II.
 - Commits major interpretive or factual errors.