

2010 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. Write your answer to the question on the lined pages of the Section II free-response booklet, making sure to indicate the question you are answering by writing the appropriate question number at the top of each page.

Write an essay that:

- Has a relevant thesis.
 - Addresses all parts of the question.
 - Supports thesis with specific evidence.
 - Is well organized.
2. Analyze the ways in which European monarchs used both the arts and the sciences to enhance state power in the period circa 1500–1800.
3. Analyze the various Protestant views of the relationship between church and state in the period circa 1500–1700.
4. Analyze the various effects of the expansion of the Atlantic trade on the economy of Western Europe in the period circa 1450–1700.

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Question 2

Analyze the ways in which European monarchs used both the arts and the sciences to enhance state power in the period circa 1500–1800.

9–8 Points

- Thesis explicitly identifies ways in which European monarchs used the arts and the sciences to enhance state power in the period circa 1500–1800. Thesis does not need to be in the opening paragraph.
- Organization is clear, consistently followed and effective in support of the argument.
 - a) May devote individual paragraphs to an examination of the use of the arts and the sciences by monarchs to enhance state power.
 - b) May identify individual monarchs and consider how each ruler used the arts or the sciences or both to enhance state power; does not have to present both categories for each monarch.
- Essay is well balanced; the ways in which monarchs used the arts and the sciences to enhance state power are analyzed at some length. Essay covers a broad chronological time period and more than a single monarch.
- Major assertions in the essay are supported thoroughly and consistently by relevant evidence. Evidence of the arts may prove more specific or concrete.
- May contain errors that do not detract from the argument.

7–6 Points

- Thesis explicitly identifies ways in which European monarchs used the arts and the sciences to enhance state power in the period circa 1500–1800 but may not be developed fully.
- Organization is clear and effective in support of the argument but may introduce evidence that is not pertinent to the task.
- Essay covers all major topics suggested by the prompt but may analyze a particular topic, time period, state or monarch in greater depth rather than in a balanced manner.
- Major assertions in the essay are supported by relevant evidence.
- May contain an error that detracts from the argument.

5–4 Points

- Thesis identifies ways in which monarchs used the arts and the sciences to enhance state power but without any development; thesis may address only part of the question effectively; thesis may be a simple, single-sentence statement.
- Organization is clear but may not be consistently followed; essay may veer off task chronologically or thematically or both.
- Essay may not complete all tasks:
 - a) May discuss only the arts OR the sciences.
 - b) May discuss only a narrow chronology.
 - c) May focus only on one monarch.
 - d) May be primarily descriptive rather than analytical.
- Essay offers some relevant evidence.
- May contain errors that detract from the argument.

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Question 2 (continued)

3–2 Points

- Thesis may simply paraphrase the prompt OR identify the ways in which European monarchs used the arts and the sciences without linking to the enhancement of state power.
- Organization is unclear and ineffective; essay may focus on the personal attributes of some European monarchs rather than the use of the arts and the sciences to enhance state power.
- Essay shows serious imbalance; discussion of the ways in which European monarchs used the arts and sciences to enhance state power is superficial; much of the information may be significantly out of the time period of the question.
- Offers minimal OR confused evidence.
- May contain several errors that detract from the argument.

1–0 Points

- Thesis is erroneous OR irrelevant OR absent.
- No effective organization is evident.
- Discussion of the ways in which European monarchs used the arts and the sciences to enhance state power in the period circa 1500–1800 is generic.
- Provides little or no relevant supporting evidence.
- May contain numerous errors that detract from the argument.