

2014 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 differences in the approaches to church-state relations advocated by various Protestant groups in the 1500s.
 3. Analyze the similarities in the methods that various absolute monarchs used in the 1600s and 1700s to consolidate and increase their power.
 4. Analyze the differences in the ideas held by various Enlightenment figures concerning the roles of women in European society.

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Question 3

Analyze the similarities in the methods that various absolute monarchs used in the 1600s and 1700s to consolidate and increase their power.

9–8 Points

- Thesis is explicit and fully responsive to the question.
- Organization is clear, consistent, and effective in support of the argument; discussion of similarities is explicit throughout.
- Essay is well balanced, discussing more than one monarch and more than one method.
- All major assertions in the essay are supported by multiple pieces of relevant evidence and are well developed; essay addresses similarities of monarchs from both centuries.
- May contain errors that do not detract from the argument. (An essay scored 9 does not need to be perfect.)

7–6 Points

- Thesis is explicit and responsive to the question.
- Organization is clear, effective in support of the argument; discussion of similarities is explicit but may be less developed than a higher scoring essay.
- Essay is balanced, discussing more than one monarch and more than one method.
- All major assertions in the essay are supported by at least one piece of relevant evidence, although some arguments may be less developed than a higher scoring essay; essay may address similarities of monarchs from both centuries.
- May contain an error that detracts from the argument.

5–4 Points

- Thesis is explicit, but not fully responsive to the question or thesis is only partially proven.
- Organization is clear, effective in support of the argument, but not consistently followed; discussion of similarities is implicit or not sufficiently developed.
- Essay shows some imbalance; discussion contains more than one monarch and at least one method.
- Most of the major assertions in the essay are supported by at least one piece of relevant evidence.
- Essay is more descriptive than analytical and may be limited to one century.
- May contain a few errors that detract from the argument.

3–2 Points

- No explicit thesis, a thesis that merely repeats or paraphrases the prompt, or thesis is not proven.
- Organization is unclear and ineffective; may contain no discussion of similarities.
- Essay shows serious imbalance, only one specific method and monarch are discussed.
- Only one or two major assertions are supported by relevant evidence.
- May contain several errors that detract from the argument.

1–0 Points

- May have a barely discernible attempt at a thesis, or thesis is not supported.
- May have some discernible organization or is irrelevant.
- May have little or no supporting evidence, or evidence is irrelevant.
- May contain numerous errors that detract from the argument.

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Question 3 (continued)

Historical Background

Thesis:

Acceptable theses may include statements about monarchs:

- asserting their control over established elites, such as the landed nobility;
- curbing the power of traditional consultative bodies such as parliaments;
- increasing and maintaining standing armies;
- expansionist wars;
- expanding service bureaucracies;
- employing mercantilist policies;
- asserting control over church affairs and religious appointments;
- early colonization;
- taking measures to grow government revenues;
- supporting the arts, scientific academies, or both, to increase royal prestige;
- benefiting from the work of political theorists propounding the theory of the divine rights of kings.

Organization:

It is expected that the most effective essays will be organized according to the types of methods monarchs used, with examples drawn from various case studies as needed, but essays can also be organized as point-by-point comparisons or narratives of two monarchs' actions. Essays employing the latter organization (comparison of just two monarchs) may earn all nine points, provided the discussion of the categories is analytical and well developed.

Balance:

Perfect balance between periods is not required, but high-quality essays must make some attempt to address both the 17th and the 18th centuries.

Evidence:

a) Monarchs addressed might include:

Louis XIV
Charles I
James I
James II
Frederick II
Frederick William, the "Great Elector"
Maria Theresa
Joseph II
Peter the Great
Catherine the Great

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Question 3 (continued)

b) Methods that monarchs used to consolidate their power may include:

- Standing armies
- Taming the nobles
- Bureaucracy, civil service, service nobility
- Symbolic politics – visual displays of power
- Mercantilist politics, taxes
- Control of the church, attempts to control the church
- Intellectual theories in support of the monarchy, divine rights, enlightened absolutism

Terminology:

For the purposes of this question, essays may discuss as “absolute monarchs” rulers that are referred to under the rubric of “Enlightened monarchs” in European history textbooks.