

2000 AP® EUROPEAN HISTORY FREE-RESPONSE QUESTIONS

EUROPEAN HISTORY

SECTION II

Part B

(Suggested planning and writing time—70 minutes)

Percent of Section II score—55

Directions: You are to answer TWO questions, one from each group of three questions below. Make your selections carefully, choosing the questions that you are best prepared to answer thoroughly in the time permitted. You should spend 5 minutes organizing or outlining each essay. In writing your essays, use specific examples to support your answer. Write your answers to the questions on the lined pages of the pink essay booklet. If time permits when you finish writing, check your work. Be certain to number your answers as the questions are numbered below.

Group 1

Choose ONE question from this group. The suggested writing time for this question is 30 minutes.

You are advised to spend 5 minutes planning your answer in the area below.

2. Compare and contrast the political and economic policies of Joseph Stalin in the period before the Second World War and those of Mikhail Gorbachev (1985-1991).
3. “Leadership determines the fate of a country.” Evaluate this quotation in terms of Spain’s experience under Philip II.
4. Discuss three developments that enabled Great Britain to achieve a dominant economic position between 1700 and 1830 ?

SCRATCHWORK

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Group 2

Choose ONE question from this group. The suggested writing time for this question is 30 minutes. You are advised to spend 5 minutes planning your answer in the area below.

5. Evaluate how the ideas of Charles Darwin and Sigmund Freud challenged Enlightenment assumptions about human behavior and the role of reason.

6. Man for the field and woman for the hearth:
 Man for the sword and for the needle she:
 Man with the head and women from the heart:
 Man to command woman to obey:

How accurately do the lines of poetry above reflect gender roles for European men and women in the late nineteenth century?

7. Explain the development of the scientific method in the seventeenth century and the impact of scientific thinking on traditional sources of authority.

SCRATCHWORK

END OF EXAMINATION

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2000 European History Scoring Guidelines

- Only passing consideration of how leadership decisions affected Spain's fate/experience over time E
- Essay is fundamentally flawed due to major errors and/or inadequate/irrelevant data

2

- Offers a vague thesis or simply a restatement of the question
- Makes little effort to link leadership motive(s)/goal(s)/style as ruler and consequence(s)
- One or two very poorly developed example to connect motive(s)/goal(s) and consequence(s)
- Little consideration of how leadership decisions affected Spain's fate/experience over time
- Essay is fundamentally flawed due to major errors and/or inadequate/irrelevant data

1

- At best only restates the question
- Makes no effort to link leadership motive(s)/goal(s)/style as ruler and consequence(s)
- At best, one very poorly developed example to connect motive(s)/goal(s) and consequence(s)
- Asserts but fails to demonstrate at all how leadership decisions affected Spain's fate/experience over time
- Paucity of pertinent information fundamentally limits the effectiveness of the essay

0

- At best only restates the question
- Makes no effort to link leadership motive(s)/goal(s)/style as ruler and consequence(s)
- Cites no examples that properly connect motive(s)/goal(s) and consequence(s)
- Fails to tie to Spain's fate/experience over time
- Paucity of pertinent information fundamentally limits the effectiveness of the essay

Question 4

9 - 8 - 7 - 6: STRONGER ESSAYS

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

Standards

1. Will have a clear, well defined thesis
2. Well-organized
3. Analyzes and discusses all parts of the question
4. May have minor errors

2000 European History Scoring Guidelines

Indicators

- Discusses three appropriate developments; better essays(8/9) will identify distinct categories
- Gives specific examples for each of the developments
- Links information with a more balanced presentation
- Chronological focus is accurate but not necessarily sequential

5 - 4: MIXED ESSAYS

Standards

1. Contains a thesis, perhaps superficial or simplistic
2. Addresses issue unevenly
3. Offers limited analysis/discussion
4. May contain errors, factual and/or interpretive

Indicators

- Includes three developments, but may focus primarily on one
- Gives limited or inadequate examples for development
- Unbalanced presentation
- Chronological focus may be uneven

3 - 2 - 1 - 0: WEAKER ESSAYS

These essays will demonstrate the following qualities with varying degrees:

Standards

1. Thesis minimal
2. May discuss issues with little or no analysis
3. May contain major errors

Indicators

- Simply restates question or misconstrue question
- May include three developments, but lacks specific examples
- Lacks awareness of chronological framework