

2003 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. 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.

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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. Analyze three reasons for the end of Soviet domination over Eastern Europe.
6. Analyze three examples of the relationship between Romanticism and nationalism before 1850.
7. How and to what extent did Enlightenment ideas about religion and society shape the policies of the French Revolution in the period 1789 to 1799 ?

END OF EXAMINATION

AP[®] EUROPEAN HISTORY 2003 SCORING GUIDELINES

Question 4

9-8-7-6 Stronger Essays

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

- Has a clear, well-developed thesis
- Is well-organized
- Addresses the terms of the question
- Supports the thesis with specific evidence
- May contain minor errors; even a “9” need not be flawless

Indicators: 9-6

1. Explains advances in learning and advances in technology; 8s and 9s are more balanced and well developed than 6s and 7s
2. Cites several specific examples of advances in *both* learning and technology (three total, with *at least one from each category*)
3. *Clearly demonstrates* how advances in learning and technology influenced voyages of discovery *and/or* trade
4. *Mentions* resultant voyages of discovery *and/or* trade; 8s and 9s will *discuss*

5 - 4 Mixed Essays (These scores should be assigned judiciously)

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

- Contains a thesis, perhaps superficial or simplistic
- Uneven response to the question’s terms
- May contain errors, factual or interpretive

Indicators: 5-4

1. Provides a superficial and undeveloped treatment of advances in *both* learning and technology; *may* concentrate on one or the other.
2. Cites one or two examples of advances in learning *and/or* technology
3. Superficially *describes* how advances in learning and technology influenced voyages of discovery *and/or* trade
4. Alludes to resultant voyages of discovery *and/or* trade

3-2-1-0 Weaker Essays

These essays 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 merely restates the question
- Misconstrues the question or omits major tasks
- May contain major errors

Indicators: 0-3

1. May concentrate on *either* advances in learning and technology *or* voyages of discovery *and/or* trade
2. May mention — *but fails to describe* — how advances in learning and technology influenced voyages of discovery *and/or* trade
3. May lack specific examples