

2004 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. Compare and contrast the extent to which the French Revolution (1789–1799) and the Russian Revolution (1917–1924) changed the status of women.
3. Analyze the ways in which technology and mass culture contributed to the success of dictators in the 1920's and 1930's.
4. Analyze the factors working for and against European unity from 1945 to 2001.

2004 AP[®] EUROPEAN HISTORY FREE-RESPONSE QUESTIONS

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. 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.

5. Analyze the influence of humanism on the visual arts in the Italian Renaissance. Use at least THREE specific works to support your analysis.
6. Assess the impact of the Scientific Revolution on religion and philosophy in the period 1550 to 1750.
7. Contrast the impact of nationalism in Germany and the Austrian Empire from 1848 to 1914.

END OF EXAMINATION

**AP[®] EUROPEAN HISTORY
2004 SCORING GUIDELINES**

Question 4

“Analyze the factors working for and against European unity from 1945 to 2001.”

Scoring Standards

Essay will have most of the following qualities with varying degrees of effectiveness:

9-8-7-6: Stronger

Indicators for 9-8:

- Contains a clear, well-developed thesis (may be implicit or may appear at the end)
- Provides a coherent analysis of factors working for and against European unity throughout the period 1945-2001
 - May present factors such as communism, ideology, Cold War, religion, politics, military, economics, culture
 - May present factors as a grouping of events
- Supports the factors with ample evidence
- May contain 1-2 minor errors; even a “9” need not be flawless

Indicators for 7-6:

- Contains a clear thesis (may be implicit or may appear at the end)
- Provides some analysis of factors working for and against European unity during the period 1945-2001
 - May present factors such as communism, ideology, Cold War, religion, politics, military, economics, culture, etc.
 - May present factors as a grouping of events
- Supports the factors with appropriate evidence, perhaps unevenly
- May contain minor errors

5-4: Mixed

Indicators:

- Contains a thesis, perhaps superficial or simplistic (may be implicit or appear at the end)
- Responds to the terms of the question superficially or unevenly
 - Covers part of the period 1945-2001
 - Pays significantly less attention to either unity or disunity
 - Pays significantly less attention to either Eastern or Western Europe
- Supports factors with adequate or marginal evidence
- May contain errors, factual or interpretive

**AP[®] EUROPEAN HISTORY
2004 SCORING GUIDELINES**

Question 4 (cont'd.)

3-2-1-0: Weaker

Indicators for 3-2:

- Thesis is confused and unfocused OR weakly supported
- Misconstrues the question, or omits major tasks
 - Refers minimally to factors encouraging unity or disunity
 - Omits discussion of unity or disunity
 - Omits discussion of either Eastern or Western Europe
- Offers little concrete evidence to support factors
- May contain a number of major errors

Indicators for 1-0:

Essays scored 0 or 1 may attempt to address the question but fail to do so.

- Thesis is largely irrelevant OR unsupported
- Misunderstands the question and omits major tasks, refers vaguely, if at all, to events in post-war Europe
- Offers minimal or no evidence or evidence that is irrelevant or tangential
- May contain a number of major errors

— Essay completely off task or blank