

2009 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 long-term and short-term factors responsible for the disintegration of communist rule in TWO of the following states:

Czechoslovakia

East Germany

Hungary

Poland

3. Considering the period 1918 to 1948, analyze the political and diplomatic problems faced by TWO of the following newly created Eastern European states.

Austria

Czechoslovakia

Hungary

Poland

4. Analyze the extent to which Frederick the Great of Prussia and Joseph II of Austria advanced and did not advance Enlightenment ideals during their reigns.

2009 AP[®] EUROPEAN HISTORY FREE-RESPONSE QUESTIONS

EUROPEAN HISTORY SECTION II

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. Compare and contrast the economic factors responsible for the decline of Spain with the economic factors responsible for the decline of the Dutch Republic by the end of the seventeenth century.
6. Analyze various ways in which the Thirty Years' War (1618-1648) represented a turning point in European history.
7. Analyze how Galileo, Descartes, and Newton altered traditional interpretations of nature and challenged traditional sources of knowledge.

STOP

END OF EXAM

AP[®] EUROPEAN HISTORY

2009 SCORING GUIDELINES

Question 4

Analyze the extent to which Frederick the Great of Prussia and Joseph II of Austria advanced and did not advance Enlightenment ideals during their reigns.

9–8 Points

- Thesis is explicit and responds to the question by considering the advancement AND lack of advancement of Enlightenment ideals by Frederick the Great and Joseph II.
- Organization clearly and consistently supports the argument.
 - Specifically mentioned Enlightenment ideals are clearly linked to the advancements AND lack of advancements of each ruler.
- Essay is balanced; all tasks are developed effectively.
- Assertions relating to each monarch must be supported with relevant evidence, with more than one piece of relevant evidence either for advancements or lack of advancements.
- Errors do not detract from the thesis.

7–6 Points

- Thesis is explicit and responds to the question with less depth, but it does refer both to the advancement AND lack of advancement of Enlightenment ideals of Frederick and Joseph II.
- Organization clearly supports the argument, with some inconsistency.
- Continues to link Enlightenment ideals to monarchs' actions, though one monarch's actions may be less developed than the other.
- Essay is balanced; all tasks are addressed at least briefly.
- Each assertion relating to each monarch must be supported with at least one piece of relevant evidence for both advancements and lack of advancements.
- May contain an error that detracts from the argument.

5–4 Points

- Thesis is weaker, but may not be fully responsive to all parts of the question.
- Organization is clear but not as complete; links between Enlightenment ideals and advancements or lack of advancements may be merely inferred.
- Essay shows imbalance; one major task may be omitted.
- Most assertions are supported by at least one piece of relevant evidence.
- May contain a few errors that detract from the argument.

3–2 Points

- No explicit thesis or one that merely repeats/paraphrases the question.
- Organization is unclear and ineffective, usually following a weak thesis.
- Essay shows serious imbalance; most major tasks treated only superficially.
- Few assertions are supported by relevant evidence.
- May contain significant errors that detract from the argument.

1–0 Points

- No discernable attempt at a correct thesis.
- No discernable organization.
- Only one or none of the major tasks suggested by the prompt is mentioned.
- Little or no supporting relevant evidence is given.
- Contains numerous major errors.

AP[®] EUROPEAN HISTORY 2009 SCORING GUIDELINES

Question 4 Historical Background

Discussion from John McKay, *A History of Western Society*

How did the Enlightenment influence political developments? There is no easy answer. Thinkers outside of England and the Netherlands believed that political change could best come from above, rather than from below, especially in Central and Eastern Europe. It was necessary to educate and “enlighten” the monarch, who could then make good laws and promote human happiness.

Influenced by philosophical authors and government officials, some absolutist rulers of the later eighteenth century tried to govern in an “enlightened” manner. Yet the actual programs and accomplishments of these rulers varied greatly. It is necessary to examine the evolution of monarchical absolutism before trying to judge the Enlightenment’s effect and the meaning of what historians have often called the **enlightened absolutism** of the later eighteenth century.

Discussion from Jackson Spielvogel, *Western Civilization Since 1300*

There is no doubt that Enlightenment thought had some impact on the political development of European states in the eighteenth century. The philosophes believed in a variety of natural rights

Most philosophes believed that people needed to be ruled by enlightened rulers. But what made them enlightened? They must allow religious toleration, freedom of speech and press, and the rights of private property. They must foster the arts, sciences, and education. Above all, they must obey the law and enforce it fairly for all subjects. Only strong monarchs such as Frederick II of Prussia, Catherine the Great, and Joseph II of Austria supposedly followed the advice of the philosophes and ruled by enlightened principles.

Discussion from John Merriman, *A History of Modern Europe*

It is to the Enlightenment that we trace the origins of many of our most strongly held political beliefs: the idea that people should be ruled by law, not rulers; the belief that a separation of powers ought to exist within government; the concept of popular sovereignty (authority should be wholly or at least partly based in the people, reflecting their interests, if not their consent); and the assumption that it is the responsibility of rulers to look after the welfare of the people.

Limitations on Enlightened Absolutism

Discussion from John McKay, *A History of Western Society*

Necessities of state and maintenance often took precedence over reform. Indeed, many historians maintain that Frederick and Joseph were primarily guided by a concern for the power and well-being of their states. In the final analysis, heightened state power was used to create armies and wage wars to gain more power.

It would be foolish, however, to overlook the fact that the ability of enlightened rulers to make reforms was also limited by political and social realities. Everywhere in Europe, the hereditary aristocracy was still the most powerful class in society. As the chief beneficiaries of a system based on traditional rights and privileges for their class, they were not willing to support a political ideology that trumpeted the principle of equal rights for all. The first serious challenge to their supremacy would come with the French Revolution.