

## **2000 AP® EUROPEAN HISTORY FREE-RESPONSE QUESTIONS**

### **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.

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### **SCRATCHWORK**

### **END OF EXAMINATION**

# **2000 European History Scoring Guidelines**

## **5 – 4: MIXED ESSAYS**

- 5 Contains a thesis, perhaps superficial or simplistic
  - Uses historical evidence, either specifically or through allusions
- 4 Refers to poem, often uncritically
  - Little or no differentiation between gender roles
  - Is likely to confuse preindustrial era, first and second industrial revolutions
  - Implies historical awareness, not always accurate; may contain significant errors

## **3 – 2 – 1 – 0: WEAKER ESSAYS**

### **Higher-Level Essays (3 – 2)**

- 3 Thesis uncritical
  - Minimal historical evidence; substantial anachronisms
- 2 Uncritical acceptance of poem
  - May be primarily polemical, editorial or may omit discussion of gender roles
  - May contain numerous major errors

### **Lower-Level Essays (1 – 0)**

- 1 Thesis confused, unfocused, or inaccurate
  - No historical evidence
- 0 May reiterate poem line-by-line
  - May be polemical
  - May contain numerous egregious errors

## **"— " NON-RESPONSIVE ESSAYS**

Response totally off-task, absent, or irrelevant. May be assigned by any reader, after checking all pages of essay booklet for a scorable response.

## **Question 7**

## **9 – 8 – 7 – 6: STRONGER ESSAYS**

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

### **Stronger Essays – Higher Level (9 – 8)**

- 9 A clear, well-developed thesis (may be implicit)
  - Demonstrates relevant knowledge of scientific method in the seventeenth century
- 8 Identifies explicit ways in which scientific thinking had an impact on traditional sources of authority
  - Supports the thesis with appropriate evidence
  - May contain minor errors, or a single major error; even a "9" need not be flawless

# **2000 European History Scoring Guidelines**

## **Stronger Essays – Lower Level (7 – 6)**

- 7     A clear thesis (may be implicit)  
Demonstrates some knowledge of scientific method in the seventeenth century
- 6     Includes some analysis of the impact of scientific thinking on traditional sources of authority  
Supports the thesis with evidence  
May contain a number of errors, minor or major

## **5 – 4: MIXED ESSAYS**

- 5     Contains a thesis, perhaps superficial or simplistic  
Includes a superficial discussion of the scientific method in the seventeenth century
- 4     Mentions impact of scientific thinking on traditional sources of authority with little analysis  
Contains adequate or marginal supporting evidence  
May contain significant errors

## **3 – 2 – 1 – 0: WEAKER ESSAYS**

Essays will demonstrate the following qualities to varying degrees. Essays scored "0" or "1" may attempt to address the question, but fail to do so:

### **Weaker Essays – Higher Level (3 – 2)**

- 3     Weak thesis  
Refers minimally to scientific method in the seventeenth century
- 2     May be primarily polemical or partially off-task; little or no reference to impact on authority  
Includes minimal concrete evidence  
May contain a number of major errors

### **Weaker Essays – Lower Level (1 – 0)**

- 1     Thesis confused and unfocused  
Refers vaguely to scientific method in the seventeenth century
- 0     May be merely polemical and partially off-task; may omit discussion of impact on authority  
Evidence irrelevant or missing  
May contain a number of glaring errors

## **"— " NON-RESPONSIVE ESSAYS**

Response totally off-task, absent, or irrelevant. May be assigned by any reader, after checking all pages of essay booklet for a scorable response.