

# 2010 AP<sup>®</sup> 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 ways in which European monarchs used both the arts and the sciences to enhance state power in the period circa 1500–1800.
3. Analyze the various Protestant views of the relationship between church and state in the period circa 1500–1700.
4. Analyze the various effects of the expansion of the Atlantic trade on the economy of Western Europe in the period circa 1450–1700.

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## 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 how TWO of the following states attempted to hold together their empires in the period circa 1850 to 1914.

Austria-Hungary

Russia

Ottoman Empire

6. Compare and contrast the goals and achievements of the feminist movement in the period circa 1850–1920 with those of the feminist movement in the period 1945 to the present.
7. Analyze the ways in which the theories of both Darwin and Freud challenged traditional European ways of thinking about religion, morality, and human behavior in the period circa 1850–1950.

**STOP**

**END OF EXAM**

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## 2010 SCORING GUIDELINES

### Question 4

**Analyze the various effects of the expansion of the Atlantic trade on the economy of Western Europe in the period circa 1450–1700.**

#### 9–8 Points

- Thesis is explicit and addresses both the Atlantic trade and the economy of Western Europe.
- Organization is clear, consistent and effective in support of the argument. (Examples of organization are by country, commodity, time period or topic).
- Facets of the Atlantic trade and impacts on the economy are clearly linked.
- Examples of both trade and impact on the economy come from more than one Western European economy and from throughout the period (including the 1600s).
- Provides specific evidence for at least two facets of the Atlantic trade in some detail.
- Provides specific evidence for at least two impacts on the economy in some detail.
- May contain minor errors that do not detract from the argument (e.g., describing cotton as an important commodity in the Atlantic trade before 1700).

#### 7–6 Points

- Thesis is explicit and addresses both the Atlantic trade and the economy of Western Europe.
- Organization is clear, effective in support of the argument, but perhaps not consistently followed.
- Essay is balanced overall; it covers both the expansion of the Atlantic trade and the effects of that expansion on the economy of more than one country, but it may discuss one topic (either trade or impacts) in more detail or offer a more superficial treatment of one part of the period.
- Examples of trade and its impact on the economy may not be consistently linked.
- Provides evidence for both the Atlantic trade and the impact on the economy, but it may be somewhat less specific or detailed.
- May contain a major error or several minor errors that detract from the argument (example of a major error: England or France was a major player in the Atlantic trade before the late seventeenth century; example of a minor error: Portugal had a monopoly on the slave trade).

#### 5–4 Points

- Thesis is explicit but may be partial (it may discuss *either* the Atlantic trade *or* the effects of the trade on the Western European economy).
- Organization is attempted but may not be consistently followed.
- Essay is imbalanced; it may emphasize either the Atlantic trade or its effects, or it may discuss only part of the period 1450–1700 or the economy of only one country or of Western Europe generally.
- Linkage between trade and the economy may be minimal or missing.
- Supporting examples are present but may be less detailed.
- May contain a few errors that detract from the argument (e.g., the Portuguese introduced the potato and corn into Europe).

#### 3–2 Points

- Thesis is confused, is implicit, is vague or merely repeats/paraphrases the prompt.
- Organization may be unclear and ineffective.
- Essay shows serious imbalance; it discusses *only* trade *or* the impact on the economy.
- Evidence may be listed rather than discussed.
- Linkage between trade and the economy may be absent.
- May contain several errors that detract from the argument.

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## **Question 4 (continued)**

### **1–0 Points**

- No discernable attempt at a thesis.
- No discernable organization.
- One or none of the major topics suggested by the prompt is mentioned.
- Little or no supporting evidence is used.
- May contain numerous errors that detract from the argument.