

# **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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2003 SCORING GUIDELINES**

**Question 3**

**9-8-7-6 Stronger Essay**

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

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

**Indicators:**

1. Essay addresses all aspects of the question- analyzes methods and discusses extent of success- as well as all three categories (“one king, one law, one faith” explicitly or implicitly. Treatment of categories may not be balanced.
2. Thesis may be found in the body or the conclusion of the essay
3. Analysis of methods may be offered in greater depth than discussion of extent of success but considers both.
4. Defends thesis with considerable amounts of evidence
5. May contain minor errors.

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

- Contains thesis, perhaps superficial or simplistic
- Responds to question unevenly: task(s), evidence, chronology
- May contain errors, factual or interpretive

**Indicators:**

1. Thesis may prove superficial or simplistic.
2. Essay may prove more descriptive than analytical; may not address all 3 categories (“one king, one law, one faith”)
3. May not analyze methods or degree of success
4. Provides less concrete evidence than stronger essays; broad generalizations may not always be supported with appropriate evidence
5. May contain errors, factual or interpretive

**3-2-1-0 Weaker Essays**

These essays will demonstrate the following qualities to varying degrees:

- Thesis confused, unfocused, or absent, or simply restates the question
- Misconstrues the question or omits major tasks
- May contain major errors

**Indicators:**

1. Thesis confused, unfocused, absent, or weakly supported
2. May attempt to answer the question but omits a number of tasks or provides little if any supporting evidence.
3. May attempt analysis of methods and degree of success but is superficial or erroneous
4. Essay may be anecdotal rather than analytical
5. May contain major errors, factual and/or interpretive