

## 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**

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## 2000 European History Scoring Guidelines

### 3 – 2 – 1 – 0: WEAKER ESSAYS

Essays in the category will demonstrate the following qualities to varying degrees. Essays scored "0" or "1" may attempt to answer the question but fail to do so.

Standards:

1. Thesis confused, unfocused, or absent, or simply restates the question
2. Misconstrues the question, or omits major tasks
3. May contain major errors

Indicators:

- Definitions or descriptions of Enlightenment assumptions of human behavior and the role of reason are often limited, erroneous, or missing.
- Ideas of Darwin and Freud are poorly stated, undeveloped and may not be linked to the Enlightenment.
- References to Darwin and Freud are irrelevant to the question.

### **Question 6**

### 9 – 8 – 7 – 6: STRONGER ESSAYS

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

#### **Higher-Level Essays (9 – 8)**

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|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 9 | A clear, well-developed thesis (may be implicit)<br>Demonstrates some examples of historical context (e.g., social, economic, political, or ideological)                                         |
| 8 | Critical analysis of poem<br>Accurately distinguishes between early and late 19th century and gender roles<br>May contain minor errors, or a single major error; even a "9" need not be flawless |

#### **Lower-Level Essays (7 – 6)**

- |   |                                                                                                                                                                                                                                   |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 7 | A clear thesis (may be implicit)<br>Superficial treatment of historical context (may include only one aspect of social, economic, political or ideological)                                                                       |
| 6 | Addresses accuracy of the poem; either agrees or disagrees<br>General discussion of gender roles<br>May conflate early and late 19th century; some inaccuracies or anachronisms<br>May contain a number of errors, minor or major |