



## **AP<sup>®</sup> European History 2002 Scoring Guidelines Form B**

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**AP<sup>®</sup> EUROPEAN HISTORY**  
**2002 SCORING GUIDELINES (Form B)**

**Question 1**

**Basic Core: 1 point each to a total of 6 points.**

**1. Has an acceptable thesis.**

Thesis must be explicit, based on one or more documents. It may not be a simple rewording of the question or of the historical background. Thesis need not appear in the first paragraph.

**2. Uses a majority of documents.**

Uses at least 7 documents by reference to anything in the box, even if used incorrectly. They need not be cited by number or name.

**3. Supports thesis or answers question with appropriate evidence from the documents.**

Even when there is no thesis, the essay can still offer evidence from the documents relating to Mussolini's population policy, and reactions to it.

**4. Understands the basic meaning of the documents cited in the essay.**

Must use at least four documents correctly. May make a major misinterpretation of no more than one document; a major misinterpretation is one that leads to an inaccurate grouping or a false analysis. Consistent small errors = one major error. Errors in attempts to use p.o.v. should be judged less severely.

**5. Analyzes bias or point of view in at least TWO documents.**

Relates authorial point of view to author's place OR

Evaluates the reliability of the source OR

Recognizes that different kinds of documents serve different purposes OR

Analyzes tone or intent of documents (often expressed with emotional adverbs.

**N.B.** In this DBQ consistent attribution will **NOT** be accepted for p.o.v.

**6. Analyzes documents by grouping them in at least THREE groups. A group must have at least 2 docs.**

**Sub-groups within a larger grouping are acceptable.** *A fallacious grouping receives no credit.*

Examples of possible groups include:

Pro population policy: 1, 2, 3, 5, 6, 8, 9, 10, 11, 12

Official govt. publications/statements: 1, 5, 6, 9

Economic impact of childbirth: 2, 3, 10

Women's roles: 5, 7, 8

Women authors: 7, 10

Con population policy: 4, 7, 10, 12

*Motherhood and Childhood* magazine: 6, 9

Failure of policy: 4, 7, 12

Edda Mussalini Ciano: 7, 10

Large families: 10, 11

**Expanded Core: 0-3 points to a total of 9 points**

**Must earn 6 points in the basic core before earning points in the expanded core. A student earns points to the degree to which he or she does some or all of the following:**

- has a clear, analytical and comprehensive thesis
- uses all or almost all documents
- uses documents persuasively as evidence
- shows careful and insightful analysis of documents
- analyzes bias or point of view in at least 3 documents cited in the essay
- analyzes documents in additional ways; e.g., additional groupings, change over time, etc.
- brings in relevant "outside" historical content

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**Question 2**

**9-8-7-6 Stronger Essays**

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

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

**Indicators**

1. *Given the open-ended nature of the question, essays can earn stronger scores by following different paths: they can either discuss two or more examples very thoroughly, with a great deal of specific evidence; or they can focus on only one example, but with considerable specific evidence and perhaps a broader chronological coverage.*
2. 8-9: thorough discussion of **two** or **three** examples, supported with considerable specific evidence
3. 7-6: thorough discussion of **one** or **two** examples (may discuss *three* examples, but with limited specific evidence.

**5-4 Mixed Essays**

These scores should be assigned judiciously. Essays will demonstrate the following qualities with varying degrees of effectiveness:

- Contains a thesis, perhaps superficial or simplistic
- Uneven response to the question’s terms
- May contain errors, factual or interpretive

**Indicators**

1. Discusses thoroughly only one example of political authorities’ influence; may discuss two or three superficially.
2. Discussion may be superficial
3. Uses some specific evidence

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

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

- Thesis is confused, absent, or merely restates the question.
- Misconstrues the question or omits major tasks.
- May contain major errors.

**Indicators**

1. May mention only **one** example, but does not develop any appropriate example
2. Contains irrelevant information (e.g., development of Reformation)
3. Contains minimal relevant supporting evidence
4. Contains major errors, either factual or interpretive

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**Question 3**

**9-8-7-6 Stronger Essays**

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

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

**Indicators**

1. Discusses in detail goals and policies of both rulers
2. Develops comparison and contrasts between Peter and Frederick
3. Uses specific supporting evidence

**5-4 Mixed Essays**

These scores should be assigned judiciously. Essays will demonstrate the following qualities with varying degrees of effectiveness:

- Contains a thesis, perhaps superficial or simplistic
- Uneven response to the question’s terms
- May contain errors, factual or interpretive

**Indicators**

1. Superficial discussion of goals and policies of both rulers (may be uneven)
2. Addresses comparison/contrast, but does so implicitly or without significant specificity.
3. Few specific references.

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

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

- Thesis is confused, absent, or merely restates the question.
- Misconstrues the question or omits major tasks.
- May contain major errors.

**Indicators**

1. May discuss goals and policies both Peter and Frederick (or only one), but very superficially.
2. May mention, but not actually address, comparison/contrast, or may omit this task altogether
3. Contains minimal relevant supporting evidence
4. Contains major errors, either factual or interpretive

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**Question 4**

**9-8-7-6 Stronger Essays**

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

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

**Indicators**

1. Thesis addresses terms of the question (discusses multiple changes in postwar Europe)
2. Uses specific supporting evidence (in addition to European changes, discusses at least one former colony)
3. Realizes that the process varied between various European nations.

**5-4 Mixed Essays**

These scores should be assigned judiciously. Essays will demonstrate the following qualities with varying degrees of effectiveness:

- Contains a thesis, perhaps superficial or simplistic
- Uneven response to the question’s terms
- May contain errors, factual or interpretive

**Indicators**

1. Thesis does not adequately address the tasks specified in the question.
2. Provides evidence that is more general in nature (few specific details given) or that treats the process unevenly.
3. Lists a few details, but does not provide significant analysis

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

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

- Thesis is confused, absent, or merely restates the question.
- Misconstrues the question or omits major tasks.
- May contain major errors.

**Indicators**

1. Discusses only former colonies, not decolonization as European phenomenon.
2. Contains minimal relevant supporting evidence.
3. Contains major errors, either factual or interpretive.

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**Question 5**

**9-8-7-6 Stronger Essays**

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

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

**Indicators**

1. Thesis addresses terms of the question, portrayal of individual in both Renaissance and Romantic era.
2. Coverage may be uneven, with greater emphasis likely placed on Renaissance
3. Uses specific supporting evidence

**5-4 Mixed Essays**

These scores should be assigned judiciously. Essays will demonstrate the following qualities with varying degrees of effectiveness:

- Contains a thesis, perhaps superficial or simplistic
- Uneven response to the question’s terms.
- May contain errors, factual or interpretive

**Indicators**

1. Discusses the portrayal of the individual, but may be focused solely on one era (generally Renaissance)
2. Addresses comparison/contrast but does so implicitly or without significant specificity.
3. Provides evidence that is more general in nature (has few specific examples).

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

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

- Thesis is confused, absent, or merely restates the question.
- Misconstrues the question or omits major tasks.
- May contain major errors.

**Indicators**

1. Discusses only Renaissance or Romantic era with no focus on the portrayal of the individual.
2. Contains minimal relevant supporting evidence.
3. Contains major errors, either factual or interpretive.

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**Question 6**

**9-8-7-6 Stronger Essays**

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

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

**Indicators**

1. Balanced discussion of either two theories or two practices of government
2. Links theories or practices to historical context
3. Develops comparison and contrast between the two examples given
4. Uses specific supporting evidence

**5-4 Mixed Essays**

These scores should be assigned judiciously. Essays will demonstrate the following qualities with varying degrees of effectiveness:

- Minimal discussion
- Uneven response to the question’s terms
- May contain errors, factual or interpretive

**Indicators**

1. Limited discussion of EITHER two theories OR two practices of government
2. Addresses comparison/contrast but provides little linkage to historical context
3. Provides evidence that is more general in nature (has few specific details)

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

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

- Thesis is confused, absent, or merely restates the question.
- Misconstrues the question or omits major tasks.
- May contain major errors.

**Indicators**

1. Discusses absolutism and/or constitutionalism only in general terms.
2. Omits comparison or contrast
3. Contains minimal relevant supporting evidence
4. Contains major errors, either factual or interpretive

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**Question 7**

**9-8-7-6 Stronger Essays**

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

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

**Indicators**

1. Explains the fundamental differences between mercantilism and free market economics.
2. Stronger essays will discuss specific recommendations of Colbert that were enacted by Louis XIV’s government.
3. Stronger essays will place Smith’s recommendations in the context of the Enlightenment (Physiocrats, Glasgow U.) and late eighteenth-century England.
4. Shows awareness of relative chronology: Colbert operates in the first half of the seventeenth century, Smith in the second half of the eighteenth

**5-4 Mixed Essays**

These scores should be assigned judiciously. Essays will demonstrate the following qualities with varying degrees of effectiveness:

- Contains a thesis, perhaps superficial or simplistic
- Uneven response to the question’s terms
- May contain errors, factual or interpretive

**Indicators**

1. Sees contrast between mercantilism and free market, but may discuss one more thoroughly than other.
2. Associates Colbert with mercantilism in France and Smith with laissez-faire in Britain, but will not discuss specific recommendations
3. Provides little sense of relative chronology.

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

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

- Thesis is confused, absent, or merely restates the question.
- Misconstrues the question or omits major tasks.
- May contain major errors.

**Indicators**

1. Often describes mercantilism (or free market/laissez-faire) in general.
2. Contains minimal relevant supporting evidence.
3. Contains major errors, either factual or interpretive.