



AP[®] European History 2003 Scoring Guidelines

The materials included in these files are intended for use by AP teachers for course and exam preparation; permission for any other use must be sought from the Advanced Placement Program[®]. Teachers may reproduce them, in whole or in part, in limited quantities for noncommercial, face-to-face teaching purposes. This permission does not apply to any third-party copyrights contained herein. This material may not be mass distributed, electronically or otherwise. These materials and any copies made of them may not be resold, and the copyright notices must be retained as they appear here.

These materials were produced by Educational Testing Service[®] (ETS[®]), which develops and administers the examinations of the Advanced Placement Program for the College Board. The College Board and Educational Testing Service (ETS) are dedicated to the principle of equal opportunity, and their programs, services, and employment policies are guided by that principle.

The College Board is a national nonprofit membership association whose mission is to prepare, inspire, and connect students to college and opportunity. Founded in 1900, the association is composed of more than 4,300 schools, colleges, universities, and other educational organizations. Each year, the College Board serves over three million students and their parents, 22,000 high schools, and 3,500 colleges through major programs and services in college admissions, guidance, assessment, financial aid, enrollment, and teaching and learning. Among its best-known programs are the SAT[®], the PSAT/NMSQT[®], and the Advanced Placement Program[®] (AP[®]). The College Board is committed to the principles of equity and excellence, and that commitment is embodied in all of its programs, services, activities, and concerns.

For further information, visit www.collegeboard.com

Copyright © 2003 College Entrance Examination Board. All rights reserved. College Board, Advanced Placement Program, AP, AP Vertical Teams, APCD, Pacesetter, Pre-AP, SAT, Student Search Service, and the acorn logo are registered trademarks of the College Entrance Examination Board. AP Central is a trademark owned by the College Entrance Examination Board. PSAT/NMSQT is a registered trademark jointly owned by the College Entrance Examination Board and the National Merit Scholarship Corporation. Educational Testing Service and ETS are registered trademarks of Educational Testing Service. Other products and services may be trademarks of their respective owners.

For the College Board's online home for AP professionals, visit AP Central at apcentral.collegeboard.com.

AP[®] EUROPEAN HISTORY 2003 SCORING GUIDELINES

Question 1

BASIC CORE: 1 point each to a total of 6 points.

1. Has an acceptable thesis.

Thesis must be explicit, respond to the question, and be 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 at least one document.

Even when there is no thesis, the essay can still offer evidence from the documents relating to the concept of civil peace, earning a point.

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. Two “almost major errors” = one major error. Errors in attempts to use POV should not be judged as severely.

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

Relates authorial point of view to author’s place (position, status, etc.) OR

Evaluates the reliability of the source OR

Recognizes that different kinds of documents serve different purposes OR

Analyzes tone or intent of documents – several weak attempts of this sort equal one solid POV

OR analyzes POV or bias in one document well and gives consistent attribution.

6. Analyzes documents by grouping them in at least two groups. A group must have at least 2 docs. *A fallacious grouping receives no credit.*

Examples of possible groups:

Pro and anti civil peace: pro(1,2,3,4,6,11) anti(5,7,8,9,10,12)

Earlier, middle and later documents: earlier (1,2,3,4,5) middle (6,7,8, 9) later (10,11,12)

Official and civilian sources: official (1,2,9,10,11) civilian (3,4,5,6,7,8,12)

Male and female subjects and sources: male (1,2,3,5,6,7,9,10,11,12), female (4,8,9)

Military sources: (1,7,9,11)

Progressives: (3,4,5,7, 12)

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 (using 8 or 9 documents is not that unusual this year)
- * uses documents persuasively as evidence
- * shows careful and insightful analysis of the documents
- * analyzes bias or point of view in at least three documents cited in the essay
- * analyzes the documents in additional ways; i.e., has additional groupings or others forms of analysis, discusses incremental change over time
- * brings in relevant “outside” historical content

AP[®] EUROPEAN HISTORY 2003 SCORING GUIDELINES

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; supports thesis with specific evidence
- Addresses the terms of the question: tasks, content, chronology
- Well organized
- Stronger essays may contain minor errors; even a “9” need not be flawless

Indicators: 9-8

1. Thesis identifies (introduces/characterizes/describes) features of the AR and interprets its role in bringing about social and economic consequences in Europe; thesis may be implicit
2. In-depth, balanced treatment of both features and consequences (which may appear as socioeconomic)
3. Develops clear connections between AR and its social and economic consequences

Indicators: 7-6

1. Thesis identifies features of the AR and links its role to social and economic consequences; thesis may be implicit
2. Characterizes 2 or more features of the AR and analyzes social and economic consequences of the AR which may overlap; some parts of the question may be addressed more fully than others
3. Essay rises above mere narrative on AR and its consequences

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

- Contains a thesis, perhaps superficial or simplistic
- Addresses the terms of the question unevenly: tasks, evidence, chronology
- Uneven organization
- May contain errors, factual and/or interpretive

Indicators: 5-4

1. Thesis mentions features and consequences
2. Either features **or** consequences are treated adequately, but not both
3. Features are listed, without characterization; or only one is characterized
4. Social and/or economic consequences discussed

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

Indicators: 3-2

1. Vague or erroneous treatment of AR's features and/or consequences
2. Partial but inadequate response to the question; may mention only one feature or one consequence
3. Contains few appropriate facts or inadequate information
4. Minimal examples, abundant errors

Indicators: 1-0

1. Examples off-task or irrelevant
2. Major errors of fact

AP[®] EUROPEAN HISTORY 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

AP[®] EUROPEAN HISTORY 2003 SCORING GUIDELINES

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: 9-6

1. Explains advances in learning and advances in technology; 8s and 9s are more balanced and well developed than 6s and 7s
2. Cites several specific examples of advances in *both* learning and technology (three total, with *at least one from each category*)
3. *Clearly demonstrates* how advances in learning and technology influenced voyages of discovery *and/or* trade
4. *Mentions* resultant voyages of discovery *and/or* trade; 8s and 9s will *discuss*

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

These 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: 5-4

1. Provides a superficial and undeveloped treatment of advances in *both* learning and technology; *may* concentrate on one or the other.
2. Cites one or two examples of advances in learning *and/or* technology
3. Superficially *describes* how advances in learning and technology influenced voyages of discovery *and/or* trade
4. Alludes to resultant voyages of discovery *and/or* trade

3-2-1-0 Weaker Essays

These essays 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, or absent, or merely restates the question
- Misconstrues the question or omits major tasks
- May contain major errors

Indicators: 0-3

1. May concentrate on *either* advances in learning and technology *or* voyages of discovery *and/or* trade
2. May mention — *but fails to describe* — how advances in learning and technology influenced voyages of discovery *and/or* trade
3. May lack specific examples

AP[®] EUROPEAN HISTORY 2003 SCORING GUIDELINES

Question 5

9-8-7-6 Stronger Essays

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

- 9
 - 1. a clear, well-developed thesis.
 - 2. provides a clearly organized and thoughtful assessment of three reasons for which Soviet domination ended in Eastern Europe.
- 8
 - 3. supports the thesis with appropriate evidence for Eastern Europe.
 - 4. may contain minor errors, or a single major error; even a “9” need not be flawless

7- 6 Stronger Essays - Lower Level

- 7
 - 1. a clear, well-developed thesis (may be implicit).
 - 2. demonstrates some assessment of three reasons for the end of Soviet domination in E.Europe.
 - 3. describes specific reasons, organized reasonably well, perhaps unevenly.
- 6
 - 4. supports the thesis with thin evidence.
 - 5. may contain a number of minor errors, or a single major error.

5-4 Mixed Essays (These scores should be used judiciously.)

- 5
 - 1. contains a thesis, perhaps superficial or simplistic.
 - 2. may simply mention two reasons.
 - 3. provides an implicit discussion of the reasons for end of Soviet domination.
- 4
 - 4. contains one reason or marginal supporting evidence for the end of Soviet domination.
 - 5. may contain factual errors.

3-2-1-0 Weaker Essays

- 3
 - 1. thesis confused and unfocused OR weakly supported.
 - 2. misconstrues the question, or omits major tasks.
 - a. evidence refers primarily to Soviet Union or Russia, or may refer superficially to E. Europe.
 - b. may be primarily polemical or partially off-task.
 - c. discusses reasons partially or inadequately.
- 2
 - 3. minimal concrete evidence.
 - 4. may contain numerous errors.
- 1
 - 1. thesis absent, irrelevant OR unsupported.
 - 2. misunderstands the question and omits major tasks
 - a. evidence refers solely to Soviet Union; merely acknowledges or omits discussion of Eastern Europe.
 - b. may be merely polemical and partially off-task.
 - 3. makes erroneous references.
- 0
 - 4. identifies irrelevant or missing evidence.
 - 5. may contain several serious errors.

AP[®] EUROPEAN HISTORY 2003 SCORING GUIDELINES

Question 6

Stronger Essays – Higher Level 9-8-7-6

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

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

Indicators: 9-6

1. Discusses three specific and relevant examples
2. Demonstrates clear understanding of both Romanticism and nationalism (may be implicit or contextual)
3. Provides clear and convincing analysis linking Romanticism and nationalism

Mixed Essays - 5-4

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: 5-4

1. Uses three relevant examples; one or two may be implicit / generalized
2. Demonstrates some understanding of Romanticism and nationalism
3. Provides some analysis, possibly superficial, linking Romanticism and nationalism

Weaker Essays - 3-2-1-0

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: 3-0

1. Presents fewer than three relevant examples or all three are generalized
2. Demonstrates little or no understanding of Romanticism and/or nationalism
3. Provides little or no linkage between Romanticism and nationalism

AP[®] EUROPEAN HISTORY 2003 SCORING GUIDELINES

Question 7

9-8-7-6 Stronger Essays

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

- 1. a clear, well-developed thesis (may be implicit)
- 9 2. provides a coherent assessment of the extent to which Enlightenment ideas shaped Revolutionary policies
- 3. demonstrates relevant knowledge of Enlightenment ideas on religion and society
- 4. identifies specific Revolutionary policies and links them to the Enlightenment ideas
- 8 5. supports the thesis with appropriate evidence
- 6. may contain minor errors, or a single major error; even a “9” need not be flawless
- 1. a clear thesis (may be implicit)
- 7 2. provides some assessment of the extent to which the Enlightenment ideas shaped Revolutionary policies
- 3. includes some Enlightenment ideas on religion and society
- 4. describes specific Revolutionary policies, perhaps unevenly
- 6 5. supports the thesis with evidence, perhaps unevenly
- 6. may contain a number of minor errors, or a single major error

Mixed 5 – 4 (These scores should be assigned judiciously.)

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

- 5 1. contains a thesis, perhaps superficial or simplistic
- 2. responds to the terms of the question, perhaps thinly or incompletely
 - a. addresses the influence of Enlightenment ideas on Revolutionary policies
 - b. references some Enlightenment ideas on religion or society
- 4 3. contains adequate or marginal supporting evidence about Enlightenment and French Revolution
- 4. may contain significant errors

Weaker 3-2-1-0

These 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.

- 1. thesis confused and unfocused OR weakly supported
- 3 2. misconstrues the question, or omits major tasks
 - a. refers minimally to Enlightenment ideas and Revolutionary policies
 - b. may be off-task; omits discussion of Enlightenment or French Revolution
 - c. Inadequately or partially identifies Enlightenment ideas and Revolutionary policies
- 3. shows little understanding of the Enlightenment and the French Revolution
- 2 4. minimal concrete evidence
- 5. may contain a number of major errors
- 1. thesis largely irrelevant OR unsupported
- 2. misunderstands the question and omits major tasks
 - 1 a. refers vaguely, if at all, to ideas of the Enlightenment and/or policies of French Revolution
 - b. may be totally off-task
- 3. shows virtually no understanding of Enlightenment ideas and Revolutionary policies
- 0 4. evidence irrelevant, missing or tangential
- 5. may contain a number of glaring errors