



AP[®] European History 2011 Scoring Guidelines Form B

The College Board

The College Board is a not-for-profit membership association whose mission is to connect students to college success and opportunity. Founded in 1900, the College Board is composed of more than 5,700 schools, colleges, universities and other educational organizations. Each year, the College Board serves seven million students and their parents, 23,000 high schools, and 3,800 colleges through major programs and services in college readiness, college admission, guidance, assessment, financial aid and enrollment. Among its widely recognized programs are the SAT[®], the PSAT/NMSQT[®], the Advanced Placement Program[®] (AP[®]), SpringBoard[®] and ACCUPLACER[®]. The College Board is committed to the principles of excellence and equity, and that commitment is embodied in all of its programs, services, activities and concerns.

© 2011 The College Board. College Board, ACCUPLACER, Advanced Placement Program, AP, AP Central, SAT, SpringBoard and the acorn logo are registered trademarks of the College Board. Admitted Class Evaluation Service is a trademark owned by the College Board. PSAT/NMSQT is a registered trademark of the College Board and National Merit Scholarship Corporation. All other products and services may be trademarks of their respective owners. Permission to use copyrighted College Board materials may be requested online at: www.collegeboard.com/inquiry/cbpermit.html.

Visit the College Board on the Web: www.collegeboard.org.

AP Central is the official online home for the AP Program: apcentral.collegeboard.com.

AP[®] EUROPEAN HISTORY
2011 SCORING GUIDELINES (Form B)

Question 1 — Document-Based Question (DBQ)

Analyze views concerning immigration to Europe in the second half of the twentieth century and explain how these views changed.

BASIC CORE — 1 point each to a total of 6 points

- 1. Provides an appropriate, explicitly stated thesis that directly addresses all parts of the question. Thesis must not simply restate the question.**

The thesis must address at least two views of immigration and at least make an acknowledgment of change over time.

- 2. Discusses a majority of the documents individually and specifically.**

The essay must discuss at least seven documents — even if used incorrectly — by reference to anything in the box. For an essay to earn credit for this point, it cannot reference documents collectively (e.g., “Documents 2, 3 and 6 suggest . . .”) unless they are then discussed individually.

- 3. Demonstrates understanding of the basic meaning of a majority of the documents.**

The essay may not significantly misinterpret more than 1 document. A major misinterpretation is an incorrect analysis or one that leads to an inaccurate grouping. *This point cannot be earned if the essay did not earn point 2 (discusses at least seven documents).*

- 4. Supports the thesis with appropriate interpretations of a majority of the documents.**

The essay must use at least seven documents correctly, and the documents used in the body of the essay must provide support for the thesis. *This point cannot be earned if no credit was awarded for point 1 (appropriate thesis).*

- 5. Analyzes point of view or bias in at least three of the documents.**

Look for an explanation as to the “why” for the point of view; hence look for catchwords (because, due to, therefore, etc.).

- 6. Analyzes documents by explicitly organizing them in at least three appropriate groups.**

A group must have at least two documents. *If one document out of a group of two is incorrect, there no longer is a group.* Some possible valid groupings include the following:

- Hostile views of politicians or political parties: documents 2, 9
- Positive views of politicians or political parties: documents 6, 7, 12
- Positive views of immigrants themselves: documents 1, 5, 11
- Justice, equality, liberty, human rights: documents 6, 8, 12
- Ambivalent or negative views of immigrants, being in exile, racism/hatred: documents 1, 4, 5, 8, 10
- Cultural differences acknowledged or decried: documents 4, 5, 7, 8

AP[®] EUROPEAN HISTORY

2011 SCORING GUIDELINES (Form B)

Question 1 — Document-Based Question (continued)

EXPANDED CORE: 0–3 points to a total of 9 points

Expands beyond the basic core points 1 through 6 outlined above. The basic score of 6 must be achieved before a student can earn expanded core points. Credit awarded in the expanded core should be based on holistic assessment of the essay. Factors to consider in holistic assessment may include the following:

- Presents a clear, analytical and comprehensive thesis.
- Uses eight or more documents.
- Uses the documents persuasively as evidence.
- Shows understanding of nuances of the documents.
- Analyzes point of view or bias in at least four documents.
- Analyzes the documents in additional ways (e.g., develops more groupings).
- Brings in relevant outside information.

AP[®] EUROPEAN HISTORY
2011 SCORING GUIDELINES (Form B)

Question 2

Describe the challenges to royal authority in eastern Europe in the seventeenth and eighteenth centuries and evaluate the effectiveness of those challenges.

9–8 points

- Thesis either identifies at least two challenges that applied to eastern Europe in general OR identifies one challenge and connects it explicitly to at least two eastern European states.
- Essay may discuss external (international) challenges as well as internal challenges.
- Organization is clear and supports the argument.
- Discussion addresses at least two eastern European countries.
- Essay is well balanced in its discussion of identified challenges to royal authority.
- All major assertions are supported by multiple pieces of relevant evidence.
- Essay may contain some minor errors that do not detract from the argument.

7–6 points

- Thesis either identifies at least two challenges that applied to eastern Europe in general OR identifies one challenge and connects it explicitly to at least two Eastern European states.
- Essay may discuss external (international) challenges as well as internal challenges.
- Organization is clear and supports the argument.
- Discussion addresses at least two eastern European countries, though it may be unbalanced.
- Essay may emphasize one country more than the other or may emphasize one challenge more than the other.
- All major assertions are supported by several pieces of relevant evidence.
- Essay may contain some errors that do not detract from the argument.

5–4 points

- Thesis addresses a challenge or challenges in a general context OR generalizes about eastern Europe without focusing on challenges to royal authority.
- Organization is unbalanced or ineffective.
- Discussion focuses either on one challenge or on one eastern European state.
- Essay tends to look at accomplishments of monarchs rather than challenges to monarchs.
- Essay contains more than one piece of historical evidence.
- Essay may contain minor errors.

3–2 points

- Thesis statement is missing or merely restates the prompt.
- Organization is unclear and ineffective.
- Essay is often off task and irrelevant.
- Essay shows serious imbalance.
- There is limited supporting evidence.
- Essay may contain several errors that detract from the argument.

AP[®] EUROPEAN HISTORY
2011 SCORING GUIDELINES (Form B)

Question 2 (continued)

1–0 points

- Thesis is missing.
- Essay is poorly organized.
- Essay is off task or not responsive to the prompt.
- There is little or no supporting evidence.
- Essay has major errors.

AP[®] EUROPEAN HISTORY
2011 SCORING GUIDELINES (Form B)

Question 3

Describe and analyze the impact of the rise of Russia on international relations in Europe in the period from 1685 to 1815.

9–8 points

- Thesis is strong and addresses both the rise of Russia and its impact on Europe.
- Organization is clear and effective.
- Essay is well balanced and discusses both the rise of Russia and its impact on Europe.
- Essay addresses all three components of the question: religion, government and daily life.
- All major assertions are supported by multiple pieces of relevant evidence.
- Essay demonstrates how the rise of Russia is linked to Russia's impact on the rest of Europe.
- Essay contains some insightful analysis.
- Essay may contain some errors that do not detract from the argument.

7–6 points

- Thesis addresses both the rise of Russia and its impact on Europe.
- Organization is clear and effective.
- Essay treats both the rise of Russia and its impact on Europe but might show some imbalance.
- Essay contains some analysis, though it tends to read more as historical narrative.
- Essay may contain minor errors.

5–4 points

- Thesis is clearly stated but uneven (e.g., addresses Russia's rise but not its impact).
- Organization may be unbalanced and ineffective.
- Discussion tends to focus on either the rise of Russia or the impact of Russia.
- Major assertions are supported by at least one piece of evidence.
- Essay may contain minor errors.

3–2 points

- Thesis is missing or just restates the prompt.
- Organization is unclear and ineffective.
- Essay shows serious imbalance.
- Discussion contains at least one piece of historical evidence.
- Essay may contain several errors that detract from the argument.

1–0 points

- Thesis is missing.
- Essay is poorly organized.
- Essay is off task or not responsive to the prompt.
- There is little or no supporting evidence.
- Essay contains major errors.

AP[®] EUROPEAN HISTORY
2011 SCORING GUIDELINES (Form B)

Question 4

Contrast Renaissance Florence with Reformation Geneva with respect to religion, government, and everyday life.

9–8 points

- Thesis contrasts the two cities.
- Organization is clear and effective (e.g., juxtaposes differences between the two cities side by side).
- Essay addresses all three components of the question: religion, government, daily life.
- All major assertions are supported by multiple pieces of relevant evidence.
- Both cities are contrasted with respect to all three topics: religion, government, daily life.
- Essay analyzes the differences identified and places them in historical context.
- Essay may contain some minor errors that do not detract from the argument.

7–6 points

- Thesis contrasts the two cities.
- Organization is clear and effective (e.g., juxtaposes differences between the two cities side by side).
- Essay addresses both cities with respect to at least two components: religion, government or daily life.
- Essay makes an attempt to analyze the differences and place them in historical context.
- Essay may contain minor errors.

5–4 points

- Attempted thesis may simply restate the prompt.
- Organization is simplistic or ineffective (e.g., one paragraph on Florence and one paragraph on Geneva).
- An attempt is made to show some contrasts between cities, but the coverage of the three components is uneven.
- Essay does not attempt to analyze or contextualize the differences; tends to read as factual narrative.
- Essay may contain minor errors.

3–2 points

- Thesis is missing or just restates the prompt.
- Organization is unclear and ineffective.
- Essay shows serious imbalance; may address only one city.
- Essay contains some supporting evidence.
- Essay may contain several errors that detract from the argument.

1–0 points

- Thesis is missing.
- Essay is poorly organized.
- Essay is off task or not responsive to the prompt.
- There is little or no supporting evidence.
- Essay contains major errors.

AP[®] EUROPEAN HISTORY
2011 SCORING GUIDELINES (Form B)

Question 5

In the late nineteenth century, millions of workers and intellectuals proclaimed themselves socialists, yet few worked toward the violent revolution predicted by Karl Marx. Analyze the major factors that account for this phenomenon.

9–8 points

- Sophisticated thesis identifies more than one factor.
- Discussion is well balanced and deals with at least three factors explaining the demise of radical Marxism.
- Organization is clear and effective.
- All major assertions are supported by multiple pieces of relevant evidence.
- Essay contains a strong sense of cause and effect; analysis is insightful.
- Essay may contain some minor errors that do not detract from the argument.

7–6 points

- Thesis identifies more than one factor.
- Discussion is well balanced and deals with at least two factors explaining the demise of radical Marxism.
- Organization is clear and effective.
- All major assertions are supported by several pieces of evidence.
- Essay contains some analysis, though causal links may not be fully fleshed out.
- Essay may contain some errors.

5–4 points

- Attempted thesis either identifies just one factor or tends to restate the prompt.
- Organization is unbalanced and ineffective.
- Discussion either focuses on a single factor with adequate supporting evidence or addresses multiple factors but without sufficient supporting evidence.
- Essay is primarily factual narrative; there is little or no analysis.
- Essay may contain some errors that detract from the argument.

3–2 points

- Thesis is missing or just restates the prompt.
- Discussion may be limited to a general narrative of Marxist ideology.
- Essay provides at least some supporting evidence.
- Essay is often off task and irrelevant.
- Essay may contain several errors that detract from the argument.

1–0 points

- Thesis is missing.
- Essay is poorly organized.
- Essay is off task or not responsive to the prompt.
- There is little or no supporting evidence.
- Essay contains major errors.

AP[®] EUROPEAN HISTORY
2011 SCORING GUIDELINES (Form B)

Question 6

Analyze the extent to which conservatives in continental Europe were successful in achieving their goals in the years between 1815 and 1851. Draw your examples from at least two states.

9–8 points

- Clear thesis articulates the extent to which the conservative goals were met in at least two states.
- Organization is clear and effective (e.g., juxtaposes developments in at least two countries side by side).
- Essay is well balanced and recognizes at least two states' attempts to achieve conservative goals.
- All major assertions are supported by multiple pieces of relevant evidence.
- Essay contains strong historical analysis rather than just factual narrative.
- Essay may contain some errors that do not detract from the argument.

7–6 points

- Thesis articulates the extent to which conservative goals were met in at least two states.
- Organization is clear and effective (e.g., juxtaposes developments in at least two countries side by side).
- Essay is well balanced and recognizes at least two states' attempts to achieve conservative goals.
- All major assertions are supported by several pieces of relevant evidence.
- Essay contains some analysis, though not fully articulated.
- Essay may contain some errors that do not detract from the argument.

5–4 points

- Attempted thesis either addresses just one state or addresses two or more states collectively, without specificity regarding the extent to which conservative goals were achieved in either state.
- Organization is clear but shows some imbalance (e.g., may focus on one country more than the other).
- Discussion is not balanced in regard to different conservative goals or individual countries.
- Major assertions are supported by at least one piece of evidence that demonstrates conservative reactions.
- Essay contains primarily factual narrative with little or no analysis.
- Essay may contain some errors.

3–2 points

- No thesis is or attempted thesis just restates the prompt.
- Organization is unclear and ineffective.
- Essay shows serious imbalance.
- There is little or no supporting evidence or the intended supporting evidence is not clearly linked to the question (e.g., may outline a narrative of the events surrounding the Congress of Vienna without connecting them to conservatism and its political goals).
- Essay may contain several errors that detract from the argument.

AP[®] EUROPEAN HISTORY
2011 SCORING GUIDELINES (Form B)

Question 6 (continued)

1–0 points

- Thesis is missing.
- Essay is poorly organized.
- Essay is off task or not responsive to the prompt.
- There is little or no supporting evidence.
- Essay contains major errors.

AP[®] EUROPEAN HISTORY
2011 SCORING GUIDELINES (Form B)

Question 7

Analyze the impact of science and technology on European society in the period from 1800 to 1900.

9–8 points

- Thesis is sophisticated and clearly stated and addresses both science and technology.
- Organization is clear and effective.
- Discussion is well balanced and contains both scientific and technological developments, mostly from the specified time period.
- All major assertions are supported by multiple pieces of relevant evidence.
- Essay contains insightful analysis of the impact of scientific discoveries and technological advances on society.
- Essay may contain some minor factual or chronological errors that do not severely detract from the argument.

7–6 points

- Thesis is clearly stated and addresses both science and technology.
- Organization is clear and effective.
- Essay is mostly balanced between science and technology; most of the discussion is chronologically on task.
- Assertions are supported by at least two pieces of evidence.
- Essay contains some analysis, though it tends to read more as historical narrative.
- Essay may contain some minor factual or chronological errors that do not severely detract from the argument.

5–4 points

- Attempted thesis may address only one component (science or technology) or may be a restatement of the prompt.
- Organization may be unbalanced and ineffective.
- Discussion tends to focus on either just science or just technology.
- Major assertions are supported by at least one piece of evidence.
- Essay tends to read as factual narrative with little analysis of social impact.
- Essay may contain factual or chronological errors that detract from the argument (e.g., discussions of the scientific or agricultural revolutions).

3–2 points

- Thesis is missing or just restates the prompt.
- Organization is unclear and ineffective.
- Discussions shows serious imbalance or may be largely or mostly off task chronologically.
- Essay contains at least one piece of specific historical evidence.
- Essay may contain several errors that detract from the argument.

1–0 points

- Thesis is missing.
- Essay is poorly organized.
- Essay is off task or not responsive to the prompt.
- There is little or no supporting evidence.
- Essay contains major errors.