



## **AP<sup>®</sup> European History 2009 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 association is composed of more than 5,600 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 admissions, guidance, assessment, financial aid, enrollment, and teaching and learning. Among its best-known programs are the SAT<sup>®</sup>, the PSAT/NMSQT<sup>®</sup> and the Advanced Placement Program<sup>®</sup> (AP<sup>®</sup>). 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.

© 2009 The College Board. College Board, Advanced Placement Program, AP, AP Central, SAT, and the acorn logo are registered trademarks of the College Board. PSAT/NMSQT is a registered trademark of the College Board and National Merit Scholarship Corporation.

Permission to use copyrighted College Board materials may be requested online at:  
[www.collegeboard.com/inquiry/cbpermit.html](http://www.collegeboard.com/inquiry/cbpermit.html).

**Visit the College Board on the Web: [www.collegeboard.com](http://www.collegeboard.com).**  
**AP Central<sup>®</sup> is the official online home for AP teachers: [apcentral.collegeboard.com](http://apcentral.collegeboard.com).**

**AP<sup>®</sup> EUROPEAN HISTORY**  
**2009 SCORING GUIDELINES (Form B)**

**Question 1—Document-Based Question**

**Analyze the causes of and responses to the 1968 crisis in France.**

**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 make some effort to address both causes and responses with some degree of specificity (beyond general analytical categories). The thesis must suggest a minimal level of analysis or context drawn from the documents, though a student does not necessarily need to use both the terms “causes” and “responses” explicitly. The complete thesis need not appear in the first paragraph.

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

The student must use at least seven documents—even if used incorrectly—by reference to anything in the box. Documents need not be cited by number or by name as long as the student makes clear which source is being referenced.

- 3. Demonstrates understanding of the basic meaning of a majority of the documents (may misinterpret no more than one).**

A student may not significantly misinterpret more than one document. A major misinterpretation is an incorrect analysis or one that leads to an inaccurate grouping or a false conclusion.

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

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

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

The student must make a reasonable effort to explain why a particular source expresses the stated view by:

1. Relating authorial point of view to author’s place in society (motive, position, status, etc.) OR
2. Evaluating the reliability of the source OR
3. Recognizing that different kinds of documents serve different purposes OR
4. Analyzing the tone of the documents; must be well-developed

**Note:**

1) Attribution alone is not sufficient to earn credit for point of view.

2) It is possible for students to discuss point of view collectively, but this counts for only one point of view.

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

A group must contain at least two documents that are used correctly and individually.

# **AP<sup>®</sup> EUROPEAN HISTORY**

## **2009 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 of 1–6. 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:

- Has a clear, analytical, and comprehensive thesis
- Uses all or almost all of the documents (11–12 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 cited in the essay
- Analyzes the documents in additional ways (e.g., develops more groupings)
- Brings in relevant “outside” information

# AP<sup>®</sup> EUROPEAN HISTORY

## 2009 SCORING GUIDELINES (Form B)

### Question 1—Document Summary

**Document 1: Chart, “French University Enrollment, 1945–1968.”**

Shows rapid university enrollment increase (from circa 125,000 students in 1945 to circa 550,000 students in 1968).

**Document 2: Georges Marchais, leader of the French Communist Party, *L’Humanité*, Communist Party newspaper, May 3, 1968.**

In Communist Party newspaper *L’Humanité*, Marchais says that “pseudo-revolutionary groups” are leading demonstrations of workers and students and detracting from the goals of the French Communist Party.

**Document 3: Geneviève Schweitzer, reporter for the conservative newspaper *Le Figaro*, May 5, 1968.**

Causes of “exasperation” and demonstrations is “anxiety” students feel “about their future” because of “overflow of students” in the university and because education is irrelevant to the values of contemporary society.

**Document 4: Workers’ solidarity pamphlet #39, date unknown.**

Unemployment is high; many workers remain poorly paid despite the rise of real wages; trade union membership is down (to 3 million people compared with 7 million people in 1945); large manufacturers are able to ignore unions.

**Document 5: Cartoon, Leftist publication, May 1968.**

Shows students overturning traditional France (Liberty, judge, military, police, priest, communist) while riot police flee. Placards read “Riot Police are Nazis,” “Examinations are Repressive,” and “Solidarity with Workers.”

**Document 6: Janet Flanner, foreign correspondent, “Paris Journal,” *The New Yorker*, May 9, 1968.**

Sorbonne closed down, unarmed and lightly armed students began “roaming the streets” and building barricades, coming into conflict with more heavily armed riot police. Police used tear gas, students threw Molotov cocktails, and cars were set on fire.

**Document 7: Student slogans shouted in street demonstrations, May 1968.**

“Professors, you and your culture are outdated.” “We refuse to be the future cadre of capitalist exploiters.” “De Gaulle, assassin!” “De Gaulle, resignation!”

**Document 8: Edgar Morin, sociologist, in the politically moderate newspaper *Le Monde*, May 22, 1968.**

Communist Party reformism meets needs of many workers, but not young workers. Students and workers in revitalized “extreme leftist movements” take out anger on the Communist Party.

**Document 9: Poster created by the *Atelier populaire* (People’s Workshop), a left-wing student group, May 1968.**

“Factories, Universities, Union.”

**AP<sup>®</sup> EUROPEAN HISTORY**  
**2009 SCORING GUIDELINES (Form B)**

**Question 1—Document Summary (continued)**

**Document 10: Jean-Jacques Servan-Schreiber, editor of the weekly newsmagazine *L'Express*, May 31, 1968.**

The anti-Gaullist editor welcomes riots, which are caused by “the rapid acceleration of intellectual change” and “rigidity of traditional structures.” Structures are most rigid in France because under Gaullism “[t]here was no dialogue between unions and industry, between industry and executive powers.”

**Document 11: President de Gaulle, television speech to supporters immediately following the Gaullist election victory, June 7, 1968.**

France is threatened by dictatorship of communists, but “[p]rogress, independence, and peace will prevail along with liberty. *Vive la France!*”

**Document 12: President de Gaulle, interview on French national television following the Gaullist election victory, June 11, 1968.**

Students’ anguish is natural, understandable in “modern, mechanized consumer society.” They lack an ideal and are thus misled by groups that have no better plan but “delight in negation, destruction, violence, and anarchy. . . .”

**AP<sup>®</sup> EUROPEAN HISTORY**  
**2009 SCORING GUIDELINES (Form B)**

**Question 2**

**Evaluate the changes and continuities in women's public roles during the Renaissance.**

**9–8 Points**

- Thesis is explicit and fully responsive to the question.
- Organization is clear, consistently followed, and effective in support of the argument.
  - Essay must explicitly evaluate the changes AND continuities in women's public roles during the Renaissance.
  - Response is in the proper chronological context of the Italian and/or Northern Renaissance and may include evidence from the fourteenth to the end of the sixteenth centuries.
- Essay is well balanced; all major topics suggested by the prompt are covered at some length.
  - Stronger essays in this category should devote nearly equal attention to both changes AND continuities.
  - Essay must primarily address women's public roles but may mention women's domestic responsibilities and relate them directly to public roles.
- All major assertions in the essay are supported by several pieces of relevant and specific evidence.
- May contain errors that do not detract from the argument.

**7–6 Points**

- Thesis is explicit and responsive to the question.
- Organization is clear and effective in support of the argument but not consistently followed.
  - Essay should evaluate the changes AND continuities in women's public roles during the Renaissance.
  - Response is in the proper chronological context of the Italian and/or Northern Renaissance and may include evidence from the fourteenth to the end of the sixteenth centuries.
- Essay is balanced; all major topics suggested by the prompt are covered at least briefly.
  - Essays in this category should address both changes AND continuities, though perhaps a little unevenly.
  - Essays in this category should address women's public roles but may also address women's domestic responsibilities and relate them to public roles.
- All major assertions in the essay are supported by at least one piece of relevant evidence.
  - Essays in this category must contain at least **two** somewhat specific pieces of relevant evidence but may also include some generalized evidence.
- May contain one major error or several minor errors that detract from the argument.

**5–4 Points**

- Thesis may be underdeveloped or not fully responsive to the question.
  - In essays in this category, the thesis must move beyond a simple paraphrase of the prompt and should address a specific change or continuity.
- Organization may be unclear but is still effective.
  - Essay should evaluate the changes and/or continuities in women's public roles during the Renaissance.
  - Response should be mostly in the proper chronological context of the Italian and/or Northern Renaissance and may include evidence from the fourteenth to the end of the sixteenth centuries.
- Essay shows some unevenness; some major topics suggested by the prompt are neglected.
  - Essays may confuse the public and private roles of women OR focus primarily on women's private roles but must make some effort to address public life.

**AP<sup>®</sup> EUROPEAN HISTORY**  
**2009 SCORING GUIDELINES (Form B)**

**Question 2 (continued)**

- Most of the major assertions in the essay are supported by least one piece of relevant evidence.
- May contain a few errors that detract from the argument.

**3–2 Points**

- May contain a weak thesis or a thesis that merely repeats/paraphrases the prompt.
- Organization is unclear and ineffective.
- Essay shows serious imbalance, and/or may only discuss the private roles of women with little or no reference to their public roles.
  - Essays in this category may contain few references to information specific to the Renaissance.
- Essay may contain little relevant evidence.
  - Essays in this category may contain generalized evidence.
- May contain several errors that detract from the argument.

**1–0 Points**

- May contain an exceptionally banal thesis, or there is no discernable attempt at a relevant thesis.
- Little discernable organization or may be completely off topic.
- One or none of the major topics suggested by the prompt is mentioned.
  - Essays in this category may be a simple narrative of the Renaissance (without direct mention of women's roles) or an excessively generalized discussion of the roles of women in history (women have always been confined to the home, etc.).
- Little or no supporting evidence is used.
  - Essays in this category may contain historical assertions or highly generalized evidence.
- May contain numerous errors that detract from the argument.

**AP<sup>®</sup> EUROPEAN HISTORY**  
**2009 SCORING GUIDELINES (Form B)**

**Question 3**

**Analyze the impacts of the Protestant Reformation and the Catholic Reformation (Counter Reformation) on the social order of sixteenth-century Europe.**

**9–8 Points**

- Thesis is explicit and fully responsive to the question.
- Organization is clear, consistently followed, and effective in support of the argument.
  - Essay must explicitly analyze the impact of BOTH Reformations on the social order of the sixteenth century.
  - Essay must primarily address the social order.
  - Response is in the proper chronological context.
- Essay is well balanced; all major topics suggested by the prompt are covered at some length.
  - Stronger essays in this category analyze multiple impacts.
- All major assertions in the essay are supported by multiple pieces of relevant evidence.
  - Specific evidence must be analyzed for BOTH Reformations.
- May contain errors that do not detract from the argument.

**7–6 Points**

- Thesis is explicit and responsive to the question.
  - May contain some unevenness but must address all elements of the question.
- Organization is clear and effective in support of the argument but not consistently followed.
  - Essay must analyze the impact of BOTH Reformations on the social order of the sixteenth century.
  - Response must address the proper chronological context.
- Essay is balanced; all major topics suggested by the prompt are covered at least briefly.
  - Essays in this category will address at least one impact from both Reformations.
- All major assertions in the essay are supported by at least one piece of relevant evidence.
- May contain one major error or several minor errors that detract from the argument.

**5–4 Points**

- Thesis may be underdeveloped or not fully responsive to the question.
- Organization may be unclear but is still effective.
  - Response may contain material outside the proper chronological context.
  - Essay must analyze the impact of at least one of the Reformations on the social order of the sixteenth century and mention the other Reformation in some context.
  - Essay may address primarily political, economic, and/or religious impacts but must address questions of social order.
- Essay shows some imbalance; some major topics suggested by the prompt are neglected.
  - Response should primarily address the proper chronological context but may contain material from outside the sixteenth century.
- Most of the major assertions in the essay are supported by at least one piece of relevant evidence.
- May contain a few errors that detract from the argument.

**3–2 Points**

- May contain a weak thesis or a thesis that merely repeats/paraphrases the prompt.
- Organization is unclear and ineffective.



**AP<sup>®</sup> EUROPEAN HISTORY**  
**2009 SCORING GUIDELINES (Form B)**

**Question 3 (continued)**

- Essay shows serious imbalance and/or may mostly be a narrative of the Reformation or an assessment of political/religious impacts.
  - Essays in this category may address only one of the Reformations.
  - Essays in this category may mention the social order but not address it specifically.
- Essay may contain little relevant evidence.
- May contain several errors that detract from the argument.

**1–0 Points**

- May contain an exceptionally banal thesis, or there is no discernable attempt at a relevant thesis.
- Little discernable organization or may be completely off topic.
- Essays in this category may only provide a narrative of either or both Reformations or identify inappropriate or fallacious impacts.
- Little or no supporting evidence is used.
- May contain numerous errors that detract from the argument.

**AP<sup>®</sup> EUROPEAN HISTORY**  
**2009 SCORING GUIDELINES (Form B)**

**Question 4**

**Analyze the impact of the major developments of the Commercial Revolution on Europe's economy and society in the period 1650 to 1789.**

**9–8 Points**

- Thesis is explicit and fully responsive to the question.
- Organization is clear, consistently followed, and effective in support of the argument.
  - Analyzes the impact of major developments on both economy and society.
  - Essay may place greater emphasis on either the economic or social impact but must deal with both effectively.
  - Response is in the proper chronological context.
- Essay is well balanced; all major topics suggested by the prompt are covered at some length.
  - The impacts of at least several developments are fully analyzed.
  - Essays in this category must analyze at least one impact on Europe's economy and one on European society (with a third coming from either category).
- All major assertions in the essay are supported by at least one piece of specific evidence.
- May contain errors that do not detract from the argument.

**7–6 Points**

- Thesis is explicit and responsive to the question.
  - May contain some unevenness but should address all elements of the question.
- Organization is clear and effective in support of the argument but not consistently followed.
  - Analyzes the impact of relevant developments on both economy and society.
  - Essay may place greater emphasis on either the economic or social impact but must deal with both; one may be underdeveloped.
  - Response is mostly in the proper chronological context.
- Essay is balanced; all major topics suggested by the prompt are covered at least briefly.
  - At least a few developments are analyzed.
  - Essays in this category must analyze at least one impact on Europe's economy and one on European society.
- Most major assertions in the essay are supported by at least one piece of relevant evidence.
- May contain one major error or several minor errors that detract from the argument.

**5–4 Points**

- Thesis may be underdeveloped or not fully responsive to the question.
- Organization may be unclear but is still effective.
  - Addresses the impact of relevant developments on both economy and society.
  - Essays in this category may place nearly exclusive emphasis on either the economic or social impact but should mention both.
  - Response may contain material outside the proper chronological context.
- Essay shows some imbalance.
  - At least one major development is addressed and analyzed.
  - Essays in this category may show how a single development impacted both Europe's economy and society.
- A major assertion in the essay is supported by at least one piece of relevant evidence.
- May contain a few errors that detract from the argument.

**AP<sup>®</sup> EUROPEAN HISTORY**  
**2009 SCORING GUIDELINES (Form B)**

**Question 4 (continued)**

**3–2 Points**

- May contain a weak thesis or a thesis that merely repeats/paraphrases the prompt.
- Organization is unclear and ineffective.
  - Addresses the impact of the Commercial Revolution, often in general terms, on Europe's economy and society.
- Essay shows serious imbalance and/or simply lists developments.
  - Essays in this category may be largely about events that predate or follow the time period of the prompt.
  - Essays in this category discuss exclusively either the European economy or European society in this period.
- Essay contains little evidence.
- May contain several errors that detract from the argument.

**1–0 Points**

- May contain an exceptionally banal thesis, or there is no discernable attempt at a relevant thesis.
- Little discernable organization.
- One or none of the major developments suggested by the prompt is mentioned.
  - Essays in this category may contain information that is simply common knowledge or be completely off topic (Columbian exchange, etc.).
  - Essays in this category may confuse the terms “economic” and “social.”
- Little or no supporting evidence is used.
- May contain numerous errors that detract from the argument.

**AP<sup>®</sup> EUROPEAN HISTORY**  
**2009 SCORING GUIDELINES (Form B)**

**Question 5**

**Analyze artistic and literary responses to industrialization over the course of the nineteenth century.**

**9–8 Points**

- Thesis is explicit and fully responsive to the question.
- Organization is clear, consistently followed, and effective in support of the argument.
  - Essay must explicitly analyze European artistic AND literary responses to industrialization.
  - Essay must address several artistic and literary responses and link them explicitly to industrialization.
  - Response is in the proper chronological context (1800–1914).
- Essay is well balanced; all major topics suggested by the prompt are covered at some length.
  - Stronger essays in this category should devote nearly equal attention to both literary and artistic responses.
- All major assertions in the essay are supported by multiple pieces of relevant evidence.
  - Essays in this category should address several artistic and literary responses that emerged during different periods in the nineteenth century.
  - Essays in this category may NOT rely exclusively upon the use of socioeconomic observations and political tracts as literary evidence.
- May contain errors that do not detract from the argument.

**7–6 Points**

- Thesis is explicit and responsive to the question.
  - Theses in this category should address with some specificity a few appropriate responses to industrialization.
- Organization is clear and effective in support of the argument but not consistently followed.
  - Essay must analyze European artistic AND literary responses to industrialization.
  - Essay must address at least two artistic and literary responses and link them to industrialization.
  - Response is in the proper chronological context (1800–1914).
- Essay is balanced; all major topics suggested by the prompt are covered at least briefly.
  - Essays in this category should address both literary and artistic responses.
- All major assertions in the essay are supported by at least one piece of relevant evidence.
  - Essays in this category should attempt to address artistic and literary responses that emerged during different periods in the nineteenth century but may not cover multiple periods.
  - Essays in this category may rely solely upon the use of socioeconomic observations and political tracts as literary evidence.
- May contain one major error or several minor errors that detract from the argument.

**5–4 Points**

- Thesis may be underdeveloped or not fully responsive to the question.
  - In essays in this category, the thesis must move beyond a simple paraphrase of the prompt and should address a specific response.
- Organization may be unclear but is still effective.
  - Essays in this category may conflate artistic and literary responses but must link at least one response to industrialization.
  - Response should mostly be in the proper chronological context (1800–1914).
- Essay shows some unevenness; some major topics suggested by the prompt are covered superficially.

**AP<sup>®</sup> EUROPEAN HISTORY**  
**2009 SCORING GUIDELINES (Form B)**

**Question 5 (continued)**

- Most of the major assertions in the essay are supported by least one piece of relevant evidence.
  - Essays in this category may only address the early nineteenth century.
- May contain a few errors that detract from the argument.

**3–2 Points**

- May contain a weak thesis or a thesis that merely repeats/paraphrases the prompt.
- Organization is unclear and ineffective.
- Essay shows serious imbalance and/or may only identify artistic OR literary movements with little or no linkage to industrialization.
- Essay may contain little relevant evidence.
- May contain several errors that detract from the argument.

**1–0 Points**

- May contain an exceptionally banal thesis, or there is no discernable attempt at a relevant thesis.
- Little discernable organization or may be completely off topic.
- One or none of the major topics suggested by the prompt is mentioned.
  - Essays in this category may be a narrative of industrialization with little to no linkage to artistic or literary responses.
- Little or no supporting evidence is used.
- May contain numerous errors that detract from the argument.

**AP<sup>®</sup> EUROPEAN HISTORY**  
**2009 SCORING GUIDELINES (Form B)**

**Question 6**

**Compare and contrast the crises in state authority that precipitated the French Revolution in 1789 and the February and October Revolutions in Russia in 1917.**

**9–8 Points**

- Thesis is explicit and fully responsive to the question.
- Organization is clear, consistently followed, and effective in support of the argument.
  - Essay must explicitly compare and contrast both the French and Russian Revolutions.
  - Essay must primarily address state authority and the origins of each revolution.
  - Response is in the proper chronological context.
- Essay is well balanced; all major topics suggested by the prompt are covered at some length.
  - Stronger essays in this category should devote nearly equal attention to both the French and Russian Revolutions.
- All major assertions in the essay are supported by multiple pieces of relevant evidence.
  - Essays in this category must address several crises in state authority with at least one crisis from each of the French and Russian Revolutions.
- May contain errors that do not detract from the argument.

**7–6 Points**

- Thesis is effective and responsive to the question.
  - Theses in this category will address causality and make some attempt at comparing and contrasting.
- Organization is clear and effective in support of the argument but not consistently followed.
  - Essay must compare and contrast BOTH the French and Russian Revolutions.
  - Essay must address state authority and the origins of each revolution.
  - Response is in the proper chronological context.
- Essay is balanced; all major topics suggested by the prompt are covered at least briefly.
  - Essays in this category should address BOTH the French and Russian Revolutions.
- All major assertions in the essay are supported by at least one piece of relevant evidence.
  - Essays in this category must address at least two crises in state authority with at least one crisis from each of the French and Russian Revolutions.
- May contain one major error or several minor errors that detract from the argument.

**5–4 Points**

- Thesis may be underdeveloped or not fully responsive to the question.
  - In essays in this category, the thesis must move beyond a simple paraphrase of the prompt and may not simply mention that there were similarities and differences between the revolutions.
- Organization may be unclear but is still effective.
  - Essay should either compare and/or contrast both the French and Russian Revolutions.
  - Essay should address state authority and the origins of at least one revolution but must still address an element of the other revolution.
  - Response should primarily address the proper chronological context but may contain material from earlier or later periods.
- Essay shows some unevenness; some major topics suggested by the prompt are neglected.
- Most of the major assertions in the essay are supported by at least one piece of relevant evidence.
- May contain a few errors that detract from the argument.

**AP<sup>®</sup> EUROPEAN HISTORY**  
**2009 SCORING GUIDELINES (Form B)**

**Question 6 (continued)**

**3–2 Points**

- May contain a weak thesis or a thesis that merely repeats/paraphrases the prompt.
- Organization is unclear and ineffective.
- Essay shows serious imbalance and/or may primarily be a simple narrative of the revolution(s).
  - Essays in this category may be unsuccessful in comparing or contrasting the revolutions.
  - Essays in this category may address only one of the revolutions.
- Essay may contain little relevant evidence.
- May contain several errors that detract from the argument.

**1–0 Points**

- May contain an exceptionally banal thesis, or there is no discernable attempt at a relevant thesis.
- Little discernable organization or may be completely off topic.
- One or both of the major topics suggested by the prompt is mentioned, but only superficially.
  - Essays in this category may exclusively be simple narratives of one or both of the revolutions.
- Little or no supporting evidence is used.
- May contain numerous errors that detract from the argument.

**AP<sup>®</sup> EUROPEAN HISTORY**  
**2009 SCORING GUIDELINES (Form B)**

**Question 7**

**Analyze the effects of nationalism on the Austrian Empire in the period 1815 to 1914.**

**9–8 Points**

- Thesis is explicit and fully responsive to the question.
- Organization is clear, consistently followed, and effective in support of the argument.
  - Essay must explicitly analyze the impact of nationalism on the Austrian Empire.
  - Essay must address several ethnic/national groups within and/or outside the Austrian Empire (this may include Austrians themselves or the impact of Italian, German/Prussian, Russian, or Ottoman nationalism).
  - Response is in the proper chronological context (1815–1914) and addresses effects in several different periods.
- Essay is well balanced; all major topics suggested by the prompt are covered at some length.
  - Stronger essays in this category should analyze multiple effects of nationalism on the Austrian Empire.
- All major assertions in the essay are supported by several pieces of relevant evidence for at least two ethnic/national groups within and/or outside the Austrian Empire.
- May contain errors that do not detract from the argument.

**7–6 Points**

- Thesis is explicit and responsive to the question.
  - Theses in this category will address more than one effect of nationalism on the Austrian Empire.
- Organization is clear and effective in support of the argument but not consistently followed.
  - Essay must analyze the impact of nationalism on the Austrian Empire.
  - Essay must address a few ethnic/national groups within and/or outside the Austrian Empire.
  - Response is in the proper chronological context (1815–1914) and addresses effects in a few different periods.
- Essay is balanced; all major topics suggested by the prompt are covered at least briefly.
  - Stronger essays in this category should analyze some effects of nationalism on the Austrian Empire.
- All major assertions in the essay are supported by at least one piece of relevant evidence for at least two ethnic/national groups within and/or outside the Austrian Empire.
- May contain one major error or several minor errors that detract from the argument.

**5–4 Points**

- Thesis may be underdeveloped or not fully responsive to the question.
  - In essays in this category, the thesis must move beyond a simple paraphrase of the prompt and should address a specific effect of nationalism on the Austrian Empire.
- Organization may be unclear but is still effective.
  - Essay must address the impact of nationalism on the Austrian Empire.
  - Essays in this category may focus primarily on one ethnic group within and/or outside the Austrian Empire and merely mention others.
  - Response should mostly be in the proper chronological context (1815–1914) and may only address effects in one specific period.
- Essay shows some unevenness; some major topics suggested by the prompt are covered superficially.
  - Essays in this category should analyze an effect of nationalism.



**AP<sup>®</sup> EUROPEAN HISTORY**  
**2009 SCORING GUIDELINES (Form B)**

**Question 7 (continued)**

- Most of the major assertions in the essay are supported by at least one piece of relevant evidence for at least one ethnic group within and/or outside the Austrian Empire.
- May contain a few errors that detract from the argument.

**3–2 Points**

- May contain a weak thesis or a thesis that merely repeats/paraphrases the prompt.
- Organization is unclear and ineffective.
  - Essays in this category should attempt to be in the proper chronological context or may address an effect from a specific period very generally.
- Essay shows serious imbalance and/or may only discuss the ethnic/national composition of the Austrian Empire without linking it to nationalism.
- Essay may contain little relevant evidence.
- May contain several errors that detract from the argument.

**1–0 Points**

- May contain an exceptionally banal thesis, or there is no discernable attempt at a relevant thesis.
- Little discernable organization or may be completely off topic.
- One or none of the major topics suggested by the prompt is mentioned.
  - Essays in this category may simply offer generalized statements about nationalism in the period 1815–1914 or deal primarily with the twentieth century.
- Little or no supporting evidence is used.
- May contain numerous errors that detract from the argument.