



AP[®] European History 2004 Scoring Guidelines

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**AP[®] EUROPEAN HISTORY
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Question 1

“Analyze attitudes toward and responses to the “the poor” in Europe between approximately 1450 and 1700.”

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

1. Has an acceptable thesis.

Thesis must be explicit, responsive to the question, and 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 6 documents by reference to anything in the box, even if used incorrectly. They need not be cited by number or name.

3. Addresses all parts of the question.

Must discuss both attitudes towards and responses to poverty. May be, and usually are, conflated or only implicitly distinguished.

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

Significantly misinterprets no more than one document; a major misinterpretation is an incorrect analysis or one that leads to an inaccurate grouping or a false conclusion. Two “almost major errors” = one major error. Errors in attempts to provide POV should be judged less severely.

5. Analyzes bias or point of view in at least three 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 of documents – three weak attempts of this sort equal one POV.

POV can be achieved collectively through analysis of motives of a group or explanations of reasons for group’s attitudes; counts as one POV.

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Question 1 (cont'd.)

- 6. Analyzes documents by grouping them in at least three groups. A group must have at least 2 docs.** *A fallacious grouping receives no credit.* Examples of possible groups [not exhaustive]:

Catholic clergy	1, 8, 10
Protestants	6[?], 7, 9
Catholic countries	1, 2, 3, 4, 5, 8, 10, 11 [+6?]
France	1, 2, 5, 8, 10, 11
Netherlands:	3 [Bruges], 4, 9
England	6, 7
Dangers of begging	2, 4, 5, 6, 8
Knowing the poor	3 [little], 6, 11 [a lot]
Poor should be punished	5, 7 + 4, and 8 implicitly
Poor should be regulated	2, 4, 5, 7, 8
Poor need treatment/help	2, 5, 8, 10
Poor seen sympathetically	3, 4, 9, 11
Undeserving vs. deserving poor	4, 5, 8, 9
Poor are idle	4, 5, 6, 8, 11
Towns	2, 5, 8
Politics/government	2, 4, 5, 8
Private individuals	3, 6, 9, 11
Family/women/children	3, 4, 9
Poor relief benefits donor	[1, 10 religious; 2, 5, 8 secular]
Poverty leads to immorality	3, 4
By century [change over time]	15th 1, 2; 16th 3, 4, 5, 6, 7; 17th 8, 9, 10, 11

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

Must earn all 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 one or more of the following:

- * has a clear, analytical and comprehensive thesis
- * uses all or almost all documents (using 8 or 9 documents is not 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 four documents cited in the essay
- * analyzes the documents in additional ways; e.g. has additional groupings or other forms of analysis, *accurately* discusses change over time
- * brings in relevant “outside” historical content

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Question 2

“Compare and contrast the extent to which the French Revolution (1789-1799) and the Russian Revolution (1917-1924) changed the status of women.”

Scoring Standards

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

9-8-7-6: Stronger

- 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:

- Contains a clear thesis that effectively addresses the question
- *Demonstrates* linkage between women’s roles/participation and resultant changes in status for either France or Russia
- *Cites* at least one or more accurate examples of how the French or the Russian revolution changed the status of women
- Makes at least one correct comparison between the French and Russian revolutions regarding change in the status of women
- Makes at least one correct contrast between the French and Russian revolutions regarding change in the status of women

5-4: Mixed

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

Indicators:

- May demonstrate linkage between women’s roles/participation and resultant changes in status for either France or Russia
- May cite an example of how either the French or the Russian revolution changed the status of women
- Cites at least one example of comparison or contrast between the French and Russian revolutions regarding change in the status of women

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Question 2 (cont'd.)

3-2-1-0: Weaker

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:

- Fails to cite a single example of change in women's status for either France or Russia
- Confused and vague attempt at comparisons
- Confused and vague attempt at contrasts

— Essay completely off task or blank

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Question 3

“Analyze the ways in which technology and mass culture contributed to the success of dictators in the 1920s and 1930s.”

Scoring Standards

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

9-8-7-6: Stronger

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

Indicators:

- Thesis refers to ways in which dictators used technology and mass culture (thesis may be found in body or conclusion of essay)
- Develops how dictators used technology AND mass culture using specific evidence – *substantial* specifics for 8-9
- Mass culture encompasses such ideas as cultural mood, nationalism, economic distress, anti-Semitism, etc.
- Discusses more than one dictator, but may be uneven, OR develops one dictator with sophistication as a paradigm for others (6-7 only)
- May make connections between technology and mass culture

5-4: Mixed

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

Indicators:

- Has a thesis, but may be superficial (thesis may be found in body or conclusion of essay)
- May respond to the technology issue more than the mass culture issue, or vice versa
- Has some specific evidence
- May contain factual error
- May discuss only one dictator, or names dictator(s) but has much generic treatment, OR attempts to deal with more than one dictator but does so superficially.

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Question 3 (cont'd.)

3-2-1-0: Weaker

Essays scored 0 or 1 may attempt to address the question but fail to do so.

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

Indicators:

- Thesis may be absent or irrelevant
- May refer to the technology issue and ignore the mass culture issue, or vice versa
- May have little or no specific evidence
- May have much irrelevant information
- May have purely generic references to “dictators”

— Essay completely off task or blank

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Question 4

“Analyze the factors working for and against European unity from 1945 to 2001.”

Scoring Standards

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

9-8-7-6: Stronger

Indicators for 9-8:

- Contains a clear, well-developed thesis (may be implicit or may appear at the end)
- Provides a coherent analysis of factors working for and against European unity throughout the period 1945-2001
 - May present factors such as communism, ideology, Cold War, religion, politics, military, economics, culture
 - May present factors as a grouping of events
- Supports the factors with ample evidence
- May contain 1-2 minor errors; even a “9” need not be flawless

Indicators for 7-6:

- Contains a clear thesis (may be implicit or may appear at the end)
- Provides some analysis of factors working for and against European unity during the period 1945-2001
 - May present factors such as communism, ideology, Cold War, religion, politics, military, economics, culture, etc.
 - May present factors as a grouping of events
- Supports the factors with appropriate evidence, perhaps unevenly
- May contain minor errors

5-4: Mixed

Indicators:

- Contains a thesis, perhaps superficial or simplistic (may be implicit or appear at the end)
- Responds to the terms of the question superficially or unevenly
 - Covers part of the period 1945-2001
 - Pays significantly less attention to either unity or disunity
 - Pays significantly less attention to either Eastern or Western Europe
- Supports factors with adequate or marginal evidence
- May contain errors, factual or interpretive

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Question 4 (cont'd.)

3-2-1-0: Weaker

Indicators for 3-2:

- Thesis is confused and unfocused OR weakly supported
- Misconstrues the question, or omits major tasks
 - Refers minimally to factors encouraging unity or disunity
 - Omits discussion of unity or disunity
 - Omits discussion of either Eastern or Western Europe
- Offers little concrete evidence to support factors
- May contain a number of major errors

Indicators for 1-0:

Essays scored 0 or 1 may attempt to address the question but fail to do so.

- Thesis is largely irrelevant OR unsupported
- Misunderstands the question and omits major tasks, refers vaguely, if at all, to events in post-war Europe
- Offers minimal or no evidence or evidence that is irrelevant or tangential
- May contain a number of major errors

— Essay completely off task or blank

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Question 5

“Analyze the influence of humanism on the visual arts in the Italian Renaissance. Use at least THREE specific works to support your analysis.”

Scoring Standards

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

9-8-7-6: Stronger

Indicators for 9-8:

- Contains a clear, well-developed thesis (may be implicit)
- Provides a coherent assessment of the influence of humanism on Renaissance visual arts
- Analyzes THREE specific Renaissance works of art
- Supports the thesis with appropriate evidence
- May contain minor errors, or a single major error; even a “9” need not be flawless

Indicators for 7-6:

- Contains a clear thesis (may be implicit)
- Provides some assessment of the influence of humanism on Renaissance visual arts
- Uses THREE specific Renaissance works of art
- Supports the thesis with evidence, perhaps unevenly
- May contain a number of minor errors, or a single major error

5-4: Mixed

Indicators:

- Contains a thesis, perhaps superficial or simplistic
- Responds to the terms of the question, perhaps thinly or incompletely
 - Addresses the influence of humanism on Renaissance works of art
 - References some Renaissance works of art
- Contains adequate or marginal supporting evidence about humanism and Renaissance art
- May contain significant errors

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Question 5 (cont'd.)

3-2-1-0: Weaker

Indicators for 3-2:

- Thesis is confused and unfocused OR weakly supported
- Misconstrues the question, or omits major tasks
 - Refers minimally to the influence of humanism on Renaissance works of art
- Shows little understanding of the influence of humanism on Renaissance art
- Minimal concrete evidence
- May contain a number of major errors

Indicators for 1-0:

Essays scored 0 or 1 may attempt to address the question but fail to do so.

- Thesis is largely irrelevant OR unsupported
- Misunderstands the question and omits major tasks
 - May merely describe Renaissance works of art
- Shows virtually no understanding of the influence of humanism on Renaissance art
- Evidence irrelevant, missing or tangential
- May contain a number of glaring errors

— Essay completely off task or blank

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Question 6

“Assess the impact of the Scientific Revolution on religion and philosophy in the period 1550 to 1750.”

Scoring Standards

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

9-8-7-6: Stronger

Indicators for 9-8:

- Successfully sustains thesis: student demonstrates control of material
- Analyzes explicit ways in which SR had an impact on both religion and philosophy
- Demonstrates relevant knowledge of SR
- Supports the thesis with appropriate evidence
- May contain minor errors, or a single major error; even a “9” need not be flawless

Indicators for 7-6:

- Has a clear thesis (even if implicit) developed throughout essay
- Includes some analysis of the impact of SR on religion and philosophy
- Demonstrates some knowledge of the SR, may emphasize SR over impact
- Supports the thesis with specific supporting evidence
- May contain a number of minor errors, or a single major error

5-4: Mixed

Indicators:

- Thesis is superficial or simplistic or a stronger thesis weakly sustained
- Mentions impact of SR on religion and philosophy with little analysis
- May focus primarily on the SR
- Contains inadequate or marginal supporting evidence
- May contain significant errors

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Question 6 (cont'd.)

3-2-1-0: Weaker

Indicators for 3-2:

- Weak or limited thesis
- Makes little or no reference to the impact of the SR
- May be primarily polemical or partially off-task
- Includes minimal concrete evidence
- May contain a number of major errors

Indicators for 1-0:

Essays scored 0 or 1 may attempt to address the question but fail to do so.

- Thesis confused and unfocused
- Refers vaguely to the SR
- May be merely polemical and partially off-task; may omit discussion of impact
- Evidence irrelevant or missing
- May contain a number of glaring errors

— Essay completely off task or blank

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Question 7

“Contrast the impact of nationalism in Germany and the Austrian Empire from 1848 to 1914.”

Scoring Standards

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

9-8-7-6: Stronger

Indicators for 9-8:

- Has a clear, well-developed thesis (may be implicit)
- Provides an organized analysis of the impact of nationalism in Germany and Austrian Empire
- Supports thesis with appropriate evidence for Germany and Austrian Empire
- May contain minor error, or a single major error; even a “9” need not be flawless

Indicators for 7-6:

- Has a clear thesis (may be implicit)
- Provides some discussion of the impact of nationalism in Germany and Austrian Empire
- Describes specific manifestations of nationalism, organized reasonably well, perhaps unevenly
- Supports the thesis with thin evidence; contrasts both countries only from 1848-1871 or 1870-1914
- May contain a number of minor errors, or a single major error

5-4: Mixed

Indicators:

- Contains a thesis, perhaps superficial or simplistic
- Discusses both countries superficially or unevenly; emphasizes either Germany or Austrian Empire
- Provides an implicit discussion of the impact of nationalism in Germany and Austrian Empire
- Contains inadequate or marginal supporting evidence for the impact of nationalism
- May contain significant errors

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Question 7 (cont'd.)

3-2-1-0: Weaker

Indicators for 3-2:

- Thesis confused and unfocused OR weakly supported
- Misconstrues the question, or omits major tasks
- Omits discussion of the impact of nationalism
- Focuses primarily on political unification or foreign policy
- Refers minimally to differences between both countries
- Discusses differences partially or inadequately

Indicators for 1-0:

Essays scored 0 or 1 may attempt to address the question but fail to do so.

- Thesis absent, irrelevant OR unsupported
- Misunderstands the question and omits major tasks
- May be merely polemical or partially off-task
- Makes erroneous references
- Contains irrelevant or missing evidence
- May contain several serious errors

— Essay completely off task or blank