



## **AP European History 2001 Scoring Guidelines**

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**Question 1 (DBQ)**

BASIC CORE (1 point each to a total of 6 points)		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. Students may conflate the two terms used in the question, <i>character</i> and <i>condition</i> , or use them implicitly. Thesis may appear at the end.	1																		
2. Uses a majority of documents	Uses at least <i>six</i> documents by reference to anything in the box, even if used incorrectly. (The map is not a document.) They need not be cited by number or name.	1																		
3. Supports thesis or answers question with appropriate evidence from the documents	<p><i>NOTE: Even when there is no thesis, the essay can still offer evidence from the documents relating to issues of Greek conditions and character, earning a point.</i></p> <p><b>Only one document need be used to discuss a view.</b></p> <p>Must discuss <i>three</i> views of character and condition of the Greeks. May discuss character and condition implicitly or explicitly, separately or together. Discussions of views of Turks are relevant only if they reveal views about Greeks.</p> <table><tr><td><b>Some general categories of views:</b></td><td><b>Documents</b></td></tr><tr><td>• Greeks are decayed, in ruins, weak</td><td>1, 4, 5</td></tr><tr><td>• Greeks are brigands, drunkards, hooligans, devious</td><td>2, 5, 9</td></tr><tr><td>• Greeks are heroes or potentially heroic</td><td>7, 8, 10, 11</td></tr><tr><td>• Greeks' main problem is the Turks</td><td>1, 3, 5, 6, 7, 8, 10, 11</td></tr><tr><td>• Greeks are defenders of Christianity</td><td>8, 10, 11</td></tr><tr><td>• Pro-Greek</td><td>1, 3, 6, 7, 8, 10, 11</td></tr><tr><td>• Critical of Greeks</td><td>4, 5, 9</td></tr><tr><td>• Ambivalent or neutral</td><td>2, 8</td></tr></table>	<b>Some general categories of views:</b>	<b>Documents</b>	• Greeks are decayed, in ruins, weak	1, 4, 5	• Greeks are brigands, drunkards, hooligans, devious	2, 5, 9	• Greeks are heroes or potentially heroic	7, 8, 10, 11	• Greeks' main problem is the Turks	1, 3, 5, 6, 7, 8, 10, 11	• Greeks are defenders of Christianity	8, 10, 11	• Pro-Greek	1, 3, 6, 7, 8, 10, 11	• Critical of Greeks	4, 5, 9	• Ambivalent or neutral	2, 8	1
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4. Understands the basic meaning of the documents cited in the essay	Must use at least <i>four</i> documents correctly. May misinterpret the content of <i>no more</i> than one document; a major misinterpretation is one that leads to an inaccurate grouping or a false conclusion.	1																		
5. Analyzes bias or point of view in at least <i>three</i> documents (or POV/ bias in <i>one</i> document with consistent attribution)	<ul style="list-style-type: none"><li>• Relates authorial point of view to author's place politically and/or by nationality <b>OR</b></li><li>• Evaluates the reliability of the source <b>OR</b></li><li>• Recognizes that different kinds of documents serve different purposes <b>OR</b></li><li>• Analyzes tone or intent of documents</li></ul> <p><b>OR analyzes POV or bias in <i>one</i> document and gives consistent attribution</b></p>	1																		

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## Question 1 (cont'd.)

- 6. Analyzes documents by grouping them in at least three groups. A group must have two documents. A fallacious grouping (e.g., by gender or class) receives no credit.** **1**

### Examples of possible groups

### Documents

- |                                 |   |
|---------------------------------|---|
| • Nationality                   | Greek (4, 6, 10); English (1, 5, 7, 8); French (3, 11), Turkish (2, 9)                    |
| • Religion                      | 4, 5, 7, 8, 9, 10, 11   |
| • Chronology                    | before revolution (1-6/7); after revolution (6/7, 11)                                     |
| • Pro/anti Greek                | Pro-Greek (1, 3, 6, 7, 10, and 11); critical of Greeks (4, 5, 9); ambivalent (2, 8)       |
| • Role of antiquity             | 1, 3, 6, 7, 11  |
| • Connections to Western Europe | 1, 3, 4, 5, 6, 7, 8, 10, 11   |
| • Violence and armed revolt     | 2, 3, 6, 8, 9, 10, 11   |
| • Occupation of author          | artists/poets (1, 4, 7, 11); government officials (2, 9, 10)                              |
| • Views on independence         | Pro (3, 6, 7, 10, 11); Con (2, 5, 9); doesn't mention it/ambivalent (1, 4, 5, 8)          |
| • Character/condition           | Character (1, 2, 4, 5, 6, 7, 8, 9, 10, 11); Condition (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11) |

<b>EXPANDED CORE (1 – 3 points to a total of 9 points)</b>
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**Must earn 6 points in the basic core before earning points in the expanded core. Additional points are earned for excellence in ONE, SOME, or ALL of the following:**

- a clear, analytical and comprehensive thesis
- persuasive use of documents as evidence
- additional groupings or others forms of analysis
- analysis of bias or point of view in at least four documents cited in the essay
- relevant outside historical content woven into the analysis of documents
- use of all or almost all of the documents
- careful and insightful analysis of the documents

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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 major errors: even a “9” may not be flawless

**Indicators**

1. Analyzes the changes in attitudes over time toward children/child rearing (how?)
2. Analyzes causes for these changes in attitude (why?)

**5 - 4 MIXED ESSAYS (these scores should be used judiciously)**

- Contains a thesis, perhaps *superficial or simplistic*
- *Uneven* response to the question’s terms: task(s), content chronology, etc.
- May contain *errors*, factual and/or interpretive

**Indicators**

1. Recognizes or mentions changes in attitudes over time toward children and child-rearing (how?)
2. Acknowledges, perhaps implicitly, causes for these changes in attitudes (why?)
3. Presents some factual 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*, or absent, or merely restates the question
- *Misconstrues* the question or omits major tasks
- May contain *major* errors

**Indicators**

1. May exclude one of the aspects of the question (how? or why?)
2. Ignores change over time or confuses chronology
3. Contains *minimal* factual evidence

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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**  
Shows analysis by going beyond the prompt
- **Is well-organized**  
A generally balanced treatment of global trade and international relations, though one of these topic areas may be better developed than the other; may treat topic areas separately or in an integrated fashion
- **Addresses the terms of the question**  
Develops thesis by drawing clear linkages between overseas expansion, global trade, and international relations
- **Supports the thesis with specific evidence**  
Supports both global trade and international relations with pertinent evidence, some of which may be outside the seventeenth century
- **May contain minor errors: even a “9” may not be flawless**  
Such errors may be factual and/or interpretive; errors must not seriously undermine the overall effectiveness of the essay

**5 - 4 MIXED ESSAYS (these scores should be used judiciously)**

- **Contains a thesis, perhaps *superficial* or *simplistic***
  - Goes beyond simply restating the prompt, but mostly in a superficial or simplistic fashion
  - Linkages between global trade and international relations may be more implied than stated
- ***Uneven* response to the question's terms: task(s), content, chronology, etc.**
  - Lacks balance in its treatment of global trade or international relations. One topic area may be less supported by pertinent evidence than the other
  - May have more pertinent evidence from outside the seventeenth century than in the period given
- **May contain *errors*, factual and/or interpretive**  
Such errors may seriously undermine the effectiveness of parts of the essay

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**Question 3 (cont.)**

**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 merely restates the question**  
May simply restate the prompt, then develop it in a confused or overly generalized fashion
- ***Misconstrues* the question or omits major tasks**
  - Treats only one of the topic areas, with at best a nod to the other one
  - Or treats both topic areas in an excessively generalized fashion
  - Linkages between global trade and international relations are barely discernible if at all
- **May contain major errors**
  - Most of the evidence is not pertinent; very little of it from the seventeenth century
  - May dwell in a time period entirely outside of the seventeenth century

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**Question 4**

**9-8-7-6 STRONGER ESSAYS**

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

- A. Addresses the terms of the question: tasks, content, chronology — perhaps with some unevenness
- B. Well-organized
- C. Supports the thesis with specific evidence
- D. Stronger essays may contain minors errors; even a “9” need not be flawless

**Indicators: 9 – 8**

- 1. Focuses on both political *and* social consequences and discusses them accurately
- 2. Examples drawn from first half of sixteenth century and more fully developed
- 3. Likely to discuss more than one site of Protestant Reformation (HRE/Germany or England or Geneva, etc.), but not essential if one site is developed well

**Indicators: 7 – 6**

- 1. Focuses on political and social consequences accurately, perhaps with considerable unevenness
- 2. Most examples drawn from first half of sixteenth century, with some error and less developed

**5 - 4 MIXED ESSAYS (these scores should be used judiciously)**

- A. Addresses the terms of the question unevenly: tasks, evidence, chronology
- B. Uneven organization
- C. May contain errors, factual and/or interpretive

**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.**

- A. Misconstrues the question, or omits major tasks
- B. May contain major errors

**Indicators: 3 – 2**

Discusses history of Protestant Reformation, and may make passing general reference to political or social consequences

**Indicators: 1 – 0**

Discusses history of Protestant Reformation, with no appropriate or accurate reference to political or social consequences

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**Question 5**

**9-8-7-6 STRONGER ESSAYS**

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

1. Addresses the terms of the question: tasks, content, chronology-perhaps with some unevenness
2. Well-organized
3. Supports the thesis with specific evidence
4. Stronger essays may contain minors errors; even a “9” need not be flawless

**Higher Level: 9 – 8**

- 9** 1. Has a clear, well-developed thesis (may be implicit)
2. Discusses theories in physics and psychology with specific examples
3. Explains how theories challenged ideas about the individual and society
- 8** 4. may contain minor errors; even a “9” need not be flawless

**Lower Level: 6 – 7**

1. Has a clear thesis (may be implicit)
- 7** 2. Discusses both theories with fewer specific examples
3. Addresses the challenge(s) of theories; perhaps thinly
- 6** 4. May contain a number of minor errors

**5 - 4 MIXED ESSAYS (these scores should be used judiciously)**

- 5** 1. Contains a thesis, perhaps superficial or simplistic
2. Addresses both theories superficially or unevenly.
- 4** 3. May not mention challenges or only mentions the challenges
4. May contain numerous errors

**3-2-1-0 WEAKER ESSAYS**

**Essay will demonstrate the following qualities to varying degrees. Essay scored 0 or 1 may attempt to address the question, but fail to do so:**

**Higher Level 3 – 2**

- 3** 1. Thesis absent or merely restates the question
2. Addresses either physics or psychology
- 2** 3. May not mention challenges or only mentions the challenges
4. May contain numerous errors

**Weaker Level 1 – 0**

- 1** 1. Thesis confused, unfocused or incoherent
2. Identifies physics and psychology with no relevant examples
- 0** 3. Misconstrues the question (only Darwin, technology, nuclear bombs)
4. May contain several serious errors



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**Question 6**

**9 - 8 - 7 - 6 STRONGER ESSAYS**

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

1. Contains a thesis that addresses the question (comparison and/or contrast, political and economic effects, Western and Eastern Europe), not necessarily in the opening paragraph or in a balanced manner
2. Discusses/analyzes at least **2** differences (**1** political, **1** economic) **and** **1** similarity (**either** political or economic)  
For an 8-9 essay, similarity will be explicit and will be followed by some development  
For a 6-7 essay, very thin similarity (perhaps no more than a “**nod**” or implicit sense of division, existence of mutual suspicion, leadership of the superpowers)
3. May emphasize one region, but both are discussed explicitly
4. Provides at least some specific evidence (e.g., NATO/Warsaw Pact, Marshall Plan/COMECON, Hungarian Revolution, Solidarity)
5. May contain minor errors or may even be slightly off task at times (e.g., a digression on the origins or description of the Cold War)  
The latter may be evidence of a strong essay in the 6-7 breakdown rather than the 8-9 breakdown.

**5 - 4 MIXED ESSAYS (these scores should be used judiciously)**

1. Provides a superficial thesis — may do barely more than restate the question
2. Provides contrast in political **and** economic effects
3. May vaguely refer to similarities **or** may contain nothing on similarities
4. May explicitly refer to one region and note the second one implicitly
5. May provide some specific evidence or evidence of a very general nature (military or economic alliances, revolts in Eastern Europe)
6. May contain factual or interpretive errors

**3 - 2 - 1 - 0 WEAKER ESSAYS**

**These essays will demonstrate the following qualities to varying degrees. Essays scored “0” or “1” may attempt to address the question but fail to do so:**

1. Thesis may be missing, is off-task, or simply restates the question
2. Analysis is lacking or may focus on only **1** aspect of the question (**1** task, **1** effect, **1** region)
3. May know the tasks but provides no supporting evidence
4. Weakened by serious errors, either factual or interpretive (misconstrued regional discussion such as USA-USSR rivalry, misunderstanding of political or economic effects)

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**Question 7**

**9-8-7-6 STRONGER ESSAYS**

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

1. Has a clear, well-developed, acceptable thesis
2. Is well-organized
3. Identifies several specific uses of state power to achieve specific revolutionary goals in both periods
4. Discusses in some detail some of the uses of state power to achieve some revolutionary goals
5. Compares and contrasts the approaches of the Jacobins and Stalin, even if superficial
6. A student who identifies one goal with a complex discussion of power might move into the strong category
7. May contain minor errors; e.g., a “9” does not have to be flawless

**5-4 MIXED ESSAYS (these scores should be assigned judiciously)**

1. Contains an acceptable thesis, although perhaps superficial or implicit
2. Refers to uses of state power, but with few specifics, or mentions only one issue in detail
3. Discusses both the Jacobins and Stalin, but in a perfunctory way, partially, with perhaps only one example or illustration
4. Minimal comparison and contrasting of the responses of the two
5. May contain errors, factual and/or interpretive

**3-2-1-0 WEAKER ESSAYS**

**These essays will demonstrate the following qualities to varying degrees. Essays scored “0” or “1” may attempt to address the question but fail to do so:**

1. Thesis is confused, unfocused, absent, or simply restates the question
2. May misidentify or not address the use of state power to achieve revolutionary goals
3. Deals primarily with lesser issues identified with the names of the Jacobins and Stalin rather than major uses of power; i.e., off-question
4. Only discusses terror and/or killings and does it superficially
5. Only compares or contrasts
6. May discuss other matters in the period of the French Revolution and in the Soviet Union, or only France or the Soviet Union
7. May contain major errors