



## **AP<sup>®</sup> European History 2002 Scoring Guidelines**

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## Question 1

**BASIC CORE: 1 point each to a total of 6 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. 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. [The maps are a document]; The documents 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 growth of Manchester and reactions to it, 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 OR

Evaluates the reliability of the source OR

Recognizes that different kinds of documents serve different purposes OR

Analyzes tone or intent of documents

**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:

Con 2, 4, 5, 6, 7, 8, 11

Reformers 6, 7, 8

Poets 2, 4

Political concerns 4, 10

Moral concerns 2, 6, 7

Aesthetic concerns 1, 2, 3, 5, 9, 10, 11

POV: government and business observers, reformers, foreigners

Pro 3, 4, 5, 9, 10, 11

Foreign observers 5, 7

Economic concerns 3, 4, 5, 9, 10, 11

Health concerns 1, 3, 4, 5, 6, 7, 8, 10, 11

Working conditions 1, 2, 4, 7, 8, 10, 11

Living conditions 1, 2, 4, 5, 6, 7, 11

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## **Question 1 (cont'd.)**

**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 9 or 10 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 change over time
- brings in relevant “outside” historical content

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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 thesis with specific evidence.
- May contain minor errors: even a “9” may not be flawless.

#### **Indicators**

1. Provides a developed, balanced treatment of two of the three figures.
2. Analyzes similarities as well as differences (may have more emphasis on the latter)
3. Analyzes goals/motivations (why?) behind religious policies.
4. Analyzes methods/means (how?) achieve religious policies.
5. Conveys a correct sense of chronology.

### **5-4 Mixed Essays (these should be used 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: task(s), content chronology, etc.
- May contain errors, factual and/or interpretive.

#### **Indicators**

1. Provides an uneven treatment of two of the three figures.
2. Mentions at least a similarity, but primarily describes differences.
3. Describes goals/motivations (why?) behind religious policies.
4. Describes methods/means (how?) to achieve these goals.
5. Muddled sense of chronology.

### **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. Provides a simplistic treatment of two of the three figures.
2. Simply states similarities and differences or omits one of these two major tasks.
3. Provides limited awareness of goals/motivations (why?) behind religious policies.
4. Provides limited awareness of methods/means (how?) behind religious policies.
5. Lacks sense of chronology.

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**Question 3**

**Stronger Essays — Higher Level 9 - 8**

- 1. a clear, well-developed thesis (may be implicit)
- 9     2. demonstrates relevant knowledge of witchcraft persecution
- 3. provides clear analysis of TWO factors accounting for the rise of persecution of witches
- 4. provides clear analysis TWO factors explaining the decline of persecution of witches
- 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

**Stronger Essays — Lower Level 7 - 6**

- 1. a clear thesis (may be implicit)
- 7     2. demonstrates some knowledge of witchcraft persecution
- 3. includes some analysis of TWO factors accounting for the rise of persecution of witches
- 4. includes some analysis of TWO factors accounting for the decline of persecution of witches
- 6     5. supports the thesis with evidence implicitly or unevenly
- 6. may contain a number of minor errors, or a single major error

**Mixed Essays — 5 - 4**

THESE SCORES SHOULD BE ASSIGNED JUDICIOUSLY:

- 5     1. contains a thesis, perhaps superficial or simplistic
- 2. responds to the terms of the question thinly
  - a. includes a superficial discussion of witchcraft persecution
  - b. undeveloped analysis of factors contributing to rise and/or decline of witchcraft persecution
- 4     3. contains adequate or marginal supporting evidence concerning witchcraft persecution
- 4. may contain significant errors

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**Question 3 (cont'd.)**

**Weaker Essays — 3-2-1-0**

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:

**Higher Level 3 - 2**

- 3
  - 1. thesis confused and unfocused
  - 2. misconstrues the question, or omits major tasks
    - a. refers minimally to witchcraft persecution
    - b. may be primarily polemical **or** partially off-task; may omit discussion of factors for rise OR for decline
  - 3. shows little understanding of witchcraft persecution
- 2
  - 4. includes minimal concrete evidence
  - 5. may contain a number of major errors

**Lower Level 1 - 0**

- 1
  - 1. thesis absent, irrelevant, or merely restates the question.
  - 2. misunderstands the question and omits major tasks
    - a. refers vaguely to witchcraft persecution
    - b. may be merely polemical **and** partially off-task; minimal reference to any factors
    - c. fails to discuss the rise AND the decline of witchcraft persecution
  - 3. shows no understanding of witchcraft persecution
- 0
  - 4. evidence irrelevant or missing
  - 5. may contain a number of glaring errors

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## Question 4

### 9-8-7-6 Stronger Essays

1. Has a clear, well-developed thesis
  2. Is well organized
  3. Supports thesis with specific evidence
  4. May contain minor errors: even a “9” need not be flawless
- Thesis explicitly connects World War I with developments in interwar culture and society- although typically appearing at the start of the essay, thesis may appear only at the end or be developed over the course of the essay.
  - Links between WWI and interwar culture and society are explicitly developed. Analysis of the links may be uneven; may discuss only a few developments in considerable depth or several developments adequately. Discussion of political (dictatorships) or economic (the Great Depression) developments is acceptable provided they are linked to developments in culture and society. Essay may differentiate between culture and society or may conflate the two.
  - Provides **specific evidence** for the developments or may analyze strongly in more conceptual terms. Chronological focus may be uneven, but primary focus is on the interwar period. Material from the prewar era or post-1939 period is acceptable, provided it is linked to interwar developments in culture and society.

### 5-4 Mixed Essays

1. Contains thesis, perhaps superficial or simplistic
  2. Responds to question unevenly: task(s), evidence, chronology
  3. May contain errors, factual or interpretive
- Thesis may be superficial, simplistic or imprecise- may just refer to “devastating,” “positive/negative,” “major” impact.
  - Links between WWI and interwar culture and society may be minimal or have to be inferred by the reader- perhaps no more than a reference to devastation. At times may even emphasize other events (the Great Depression.) Links between political (dictatorships) or economic (the Great Depression) developments and interwar culture and society may be vague or not extensively developed.
  - Evidence provided may be of a rather general nature (e.g., references to writers and artists but no specific relevant examples.)
  - Chronological focus may be patchy- may wander out of the interwar period considerably.

### 3-2-1-0 Weaker Essays

1. Thesis confused, unfocused, or absent, or simply restates the question.
  2. Misconstrues the question or omits major tasks.
  3. May contain major errors.
- Thesis confused, unfocused, or absent, or may simply restate the question.
  - Offers no link between WWI and interwar culture and society. Political (dictatorships) or economic (the Great Depression) developments are not linked to interwar culture and society.
  - Touches briefly upon potentially relevant subjects but fails either to develop them or to link them to the concerns of the question, or both.
  - May misconstrue the question- may, for example, discuss interwar diplomacy, the rise of Hitler, or the coming of World War II.
  - Commits major interpretive or factual errors.

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## Question 5

### 9-8-7-6 Stronger Essays

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

- Thesis addresses terms of question
- Addresses the terms of the question: tasks, content, chronology— perhaps with some unevenness
- Well organized
- Stronger essays may contain minor errors; even a “9” need not be flawless

### Indicators: 9-8

1. Thesis delineates the *nature* of absolutism’s effect on nobility
2. Details *change* in monarch/nobility relationships

### Indicators: 7-6

1. Essay rises above narrative on absolutism
2. Analyzes status *and* power effects in at least 2 countries

### 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 notes existence of effects, without much interpretation
2. Examples from at least 2 countries drawn essentially from the 1650-1750 period
3. Occasional confusion of nobles with other groups
4. Status and power are addressed, perhaps in a superficial or implicit manner
5. Appropriate examples drawn from two countries, perhaps more from one



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## **Question 5 (cont'd.)**

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

### **Indicators: 3-2**

1. Meager or erroneous consideration of absolutism's effects on nobility
2. Minimal examples, abundant errors, confused chronology
3. Contains some appropriate facts or interpretations

### **Indicators: 1-0**

1. Partial but inadequate response to the question; may discuss only one country
2. Examples off-task or non-existent
3. Major errors of fact

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**Question 6**

ESSAYS WILL HAVE MOST OF THE FOLLOWING QUALITIES WITH VARYING DEGREES OF EFFECTIVENESS

**Stronger Essays — Higher Level 9 - 8**

- 1. has a clear, well-developed thesis (may be implicit).
- 9      2. demonstrates relevant knowledge of decline in nationalism.
- 3. provides analysis of Both political and economic factors accounting for the decline in nationalism.
- 4. explains Both factors in either Western or Eastern Europe for the decline in nationalism.
- 8      5. supports the thesis with specific examples (economic may be implicit).
- 6. may contain minor errors, or a single major error; even a “9” need not be flawless

**Stronger Essays — Lower Level 7 - 6**

- 1. has a clear thesis (may be implicit)
- 7      2. demonstrates some knowledge of either rise or decline of nationalism.
- 3. includes some analysis of BOTH political and economic factors accounting for rise or decline of nationalism.
- 4. describes rising or declining nationalism, perhaps implicitly and unevenly.
- 6      5. supports the thesis with appropriate evidence, implicitly or unevenly.
- 6. may contain a number of minor errors, or a single major error.

THESE SCORES SHOULD BE ASSIGNED JUDICIOUSLY:

**Mixed Essays — 5 - 4**

- 5      1. contains a thesis, perhaps superficial or simplistic (or merely restates the question).
- 2. responds to the terms of the question thinly or unevenly.
  - a. includes a superficial discussion of declining nationalism.
  - b. mentions factors contributing to rise or to decline of nationalism.
- 4      3. contains adequate or marginal supporting evidence concerning declining or rising nationalism.
- 4. may contain significant errors.

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**Question 6 (cont'd.)**

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:

**Weaker Essays - Higher Level 3 - 2**

- 1. thesis absent or irrelevant.
- 3     2. misconstrues the question, or omits major tasks.
  - a. refers minimally to decline in nationalism.
  - b. may be primarily polemical **or partially** off-task; may omit discussion of factors for rise OR for decline.
- 3. shows little understanding of decline in nationalism.
- 2     4. includes minimal concrete evidence.
- 5. may contain a number of major errors.

**Weaker Essays — Lower Level 1 - 0**

- 1. thesis confused and unfocused.
- 2. misunderstands the question **and** omits major tasks.
- 1     a. refers vaguely to decline in nationalism.
- b. may be merely polemical **and** partially off-task; little or no references to political and economic factors for rise OR for decline.
- 3. shows no understanding of nationalism in Europe.
- 0     4. evidence irrelevant or missing.
- 5. may contain a number of glaring errors.

**Non-Responsive Essays**

Response totally off-task, absent, or irrelevant. MAY BE ASSIGNED BY ANY READER, AFTER CHECKING ALL PAGES OF ESSAY BOOKLET for a scorable response.

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## Question 7

### 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:

1. Provides explicit evidence showing both comparison and contrast, though not necessarily in equal balance (i.e. addresses at least one similarity and one difference)
2. Uses specific supporting evidence of BOTH goals and achievements
3. Provides substantial evidence from BOTH Metternich and Bismarck

### Mixed 5-4 [These scores should be assigned judiciously.]

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:

1. Addresses comparison/contrast but does so without significant specificity (and/or does not attempt to show at least one similarity and one difference)
2. Provides general evidence with few specific references to events, actions, and policies
3. Treats Bismarck and Metternich unevenly

### Weaker 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:

1. Ignores comparison/contrast or addresses it simplistically
2. Contains minimal relevant supporting evidence for either or both figures
3. May discuss only Metternich or Bismarck