



AP[®] European History 2005 Scoring Commentary

The College Board: Connecting Students to College Success

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 4,700 schools, colleges, universities, and other educational organizations. Each year, the College Board serves over three and a half million students and their parents, 23,000 high schools, and 3,500 colleges through major programs and services in college admissions, guidance, assessment, financial aid, enrollment, and teaching and learning. Among its best-known programs are the SAT[®], the PSAT/NMSQT[®], and the Advanced Placement Program[®] (AP[®]). 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.

Copyright © 2005 by College Board. All rights reserved. College Board, AP Central, APCD, Advanced Placement Program, AP, AP Vertical Teams, Pre-AP, SAT, and the acorn logo are registered trademarks of the College Entrance Examination Board. Admitted Class Evaluation Service, CollegeEd, Connect to college success, MyRoad, SAT Professional Development, SAT Readiness Program, and Setting the Cornerstones are trademarks owned by the College Entrance Examination Board. PSAT/NMSQT is a registered trademark of the College Entrance Examination Board and National Merit Scholarship Corporation. Other products and services may be trademarks of their respective owners. Permission to use copyrighted College Board materials may be requested online at: <http://www.collegeboard.com/inquiry/cbpermit.html>.

Visit the College Board on the Web: www.collegeboard.com.
AP Central is the official online home for the AP Program and Pre-AP: apcentral.collegeboard.com.

AP® EUROPEAN HISTORY
2005 SCORING COMMENTARY

Question 1

Overview

The intent of document-based questions (DBQ) is to assess the degree to which students can write an analytical essay based on documents, developing a thesis and supporting it with evidence from the documents. They do so by correctly interpreting the meaning of documents, by organizing them into appropriate groups, and by evaluating the reliability of documents and the ways in which the author's identity—his or her position, occupation, or status in society (e.g., class or nationality)—intertwine with the perceptions or views stated in the document, or display motive and intent.

This particular DBQ offered 12 documents on the issue of European unity (11 prose documents and 1 cartoon), spread across the time period of the question (1946 to 1989). All but one of the authors held high political position, and many are well known. Most of the documents were straightforward public expressions for or against a greater degree of formal unification, but in three documents the authors expressed ambivalence, which gave students an opportunity for more sophisticated analysis. Students were able to use their knowledge of postwar Europe to good effect, particularly in providing analysis of the point of view for individual documents or collectively for a group (e.g., for the French). There was a wide variety of possibilities for grouping, with most students choosing to group either by views or by nationality of authors.

Sample: 1A

Score: 9

This essay has a well-written, sophisticated thesis that ably uses historical context for delineation of groups. It earned all of the basic core points. It offers sophisticated analysis throughout, particularly on idealistic vs. practical considerations. The student also makes good use of outside information. The essay uses 9 of the 12 documents with no errors, thereby earning core points 2 (uses a majority of the documents), 3 (addresses all parts of the question), and 4 (understands the basic meaning of the documents cited in the essay). There is substantial and consistent point-of-view analysis, using a great deal of outside information (documents 1, 2, 3, 4, and 12). The documents are organized into two groups with several well-delineated subgroups: pronification (with subgroups concerning Franco–German reconciliation and military affairs) and critics (with two subgroups: Soviet and French–British).

Sample: 1B

Score: 5

This essay earned all of the basic core points except for 5 (point of view). The essay has a weak but acceptable thesis that focuses on the benefits of unity to the individual countries and changing attitudes toward unification. The student uses all 12 of the documents, earning basic core points 2 (uses a majority of the documents) and 3 (addresses all parts of the question). No credit is given for 5 (point of view); there is only weak point-of-view analysis in documents 2 and 3, and a failed attempt at point-of-view analysis with document 11. For core point 6, the documents are organized into two main groups, before 1956 and after 1956, and one subgroup with documents 3 and 4.

**AP® EUROPEAN HISTORY
2005 SCORING COMMENTARY**

Question 1 (continued)

Sample: 1C

Score: 3

This essay earned core points 1 (acceptable thesis), 2 (uses a majority of the documents), and 3 (addresses all parts of the question); the thesis focuses on particular interests of countries, dividing them into groups, and mentions change over time. The essay correctly uses 10 documents, earning core points 2 and 3, but all of the documents are discussed. There are two major errors in the analysis of documents 11 and 12. The essay has appropriate point-of-view analysis on document 2 only. Three groupings of documents are attempted, but one is fallacious because of errors in interpreting documents 11 and 12.

AP® EUROPEAN HISTORY
2005 SCORING COMMENTARY

Question 2

Overview

Question 2 provided students with the option of an economic/social question from the middle of the chronological period covered by the course. (Question 3 was political, question 4 political/cultural/intellectual; both were from the early period of the course.) The widely used textbooks all cover this material adequately, although the chronological and national organization varies (compensated for by the generous 150-year span of the question and the choice of England, which is well covered during the Industrial Revolution).

The intent of the question was to have students analyze the links between well-established economic developments (domestic production, stages of the Industrial Revolution, national wealth) and well-established social developments (changes in the experiences of work, education, employment, class, etc.) and the specific effects of those changes on the lives of women in England. Students were expected to analyze, not merely catalogue, effects of the changes.

Sample: 2A

Score: 9

This essay has a strong thesis centered on the effects of the Industrial Revolution on English women. The essay shows awareness of class differences and the differing effects of social and economic changes on women in different classes. The essay's sophisticated and well-developed analysis is strongly supported by specific and appropriate examples.

Sample: 2B

Score: 5

This essay has a simplistic thesis that mostly provides background information on England before the Industrial Revolution. There is scant discussion of the impact of social and economic changes on English women, though the essay does show some awareness of the general nature and effects of social/economic developments during the Industrial Revolution. There are some errors of fact and interpretation, and a tendency to exaggerate ("everything changed").

Sample: 2C

Score: 3

This essay has no clear thesis. It offers a stereotypical (and incorrect) account of gender roles in the period before the Industrial Revolution. The discussion of the decline in the birth rate is incorrect for the time period. The essay strays off-topic and presents a vague discussion of the growth of the women's rights movement that lacks a clear historical context. The essay provides virtually no supporting evidence for its assertions.

AP® EUROPEAN HISTORY
2005 SCORING COMMENTARY

Question 3

Overview

This question asked the students to do **three** things: mention the **causes** (factors) that led to the development of the new monarchies, give key **features** of new monarchies, and use two different states' **factual evidence** to support the case drawn. The time period was clearly specified and contained many examples of “new monarchs” from various European countries.

Sample: 3A

Score: 9

This essay has a clear, well-developed thesis. It addresses the terms of the question. The student outlines the factors allowing for the rise of the “new monarchies” and then provides a detailed analysis for how three monarchies (England, France, and Spain) developed during the period 1450 to 1550. The student has a clear understanding of the factors that created the opportunities for these unique monarchies to develop and provides facts to support each of the claims.

Sample: 3B

Score: 4

This essay has an acceptable thesis, but it deals almost exclusively with Henry IV of France, the only French ruler mentioned, whose reign is outside the time period. The essay also briefly discusses Spain, but the only issue that is addressed is religion, with only a superficial treatment of Spanish mercantilism and how it developed. Two countries are discussed, but unevenly; thus this essay receives a score of 4.

Sample: 3C

Score: 2

This essay has no thesis. The student chooses to discuss Russia and Spain but offers no causative factors. Russia does not qualify as a “new monarchy,” so it cannot be counted. The 2 points credited are for what the student writes about centralization in Spain; no credit is given for the discussion of enlightened monarchies.

AP® EUROPEAN HISTORY
2005 SCORING COMMENTARY

Question 4

Overview

This question sought to test students' understanding of the Protestant Reformation and how that event manifested itself in different or similar ways, depending on the circumstances and individuals involved. In the process, the question required students to assess motivations and how those motivations translated into actions.

Sample: 4A
Score: 8

This essay has a solid thesis and a clear beginning and conclusion. It provides solid analysis of Luther's motives and actions, e.g., the nature of Luther's church is very clearly described, and the essay shows how Luther's motivations developed as the Reformation moved forward. The student's interpretation of Henry VIII's motivations and actions is also very clear.

Sample: 4B
Score: 5

This essay has a superficial thesis that fails to describe the major differences in motivation between Martin Luther and Henry VIII. It includes a list of Luther's motivations and criticisms and some of Henry VIII's actions, e.g., the new church and the execution of Thomas More. The essay as a whole is uneven.

Sample: 4C
Score: 2

This essay has a simplistic thesis, and it treats Luther's motivations and actions superficially (e.g., Luther had a "strong belief that the Catholic Church was wrong" and "started a new religion.") The essay also deals superficially with Henry VIII's motivations (e.g., "he needed a divorce") and actions (e.g., he "converted his religion to Protestantism to solve his want"). The student's treatment of Henry VIII's actions is weaker than that of Luther's.

AP® EUROPEAN HISTORY
2005 SCORING COMMENTARY

Question 5

Overview

The question asked students to define “mass politics” or “the rise of mass politics” (the wording of the question made the task somewhat unclear) and to analyze the effects of this phenomenon on European politics between 1880 and 1914. The question was intended to elicit from the students a definition of “mass politics” and some analysis of some of the variety of mass movements that were significant in Europe at this time, including nationalism, anti-Semitism, Zionism, socialism, communism, trade unionism, and feminism. Another way to answer this question was to discuss some of the events in which the masses played a significant role or forced politicians to take note of them, including the Dreyfus Affair, the suppression of the SPD in Germany, the “New Imperialism,” and the 1905 Russian Revolution.

Sample: 5A

Score: 9

This essay has a clear, well-developed thesis that discusses both causes and effects of the rise of mass politics. It cites specific examples and discusses how mass politics functioned in Great Britain, France, and Italy between 1880 and 1914. The student also elaborates on the factors that enabled the phenomenon of European mass politics to develop as it did. The clear thesis, the organization, the number of specific examples cited, and the student’s ability to connect mass politics to events such as urbanization, industrialization, and imperialism make this essay a 9.

Sample: 5B

Score: 4

This essay includes a definition of mass politics and a simplistic thesis dealing with two effects of mass politics: increased amounts of political campaigning and increased power of Parliament over the monarch. The essay did not score a 5 because the thesis is superficial, and the definition of mass politics is muddled. Effects are listed as causes, and the only two examples shown of how mass politics affected European politics are vague. The essay did not score a 3 because the thesis and the definition of mass politics are superficial, not inadequate, and the student attempts, albeit unsuccessfully, to define two effects of mass politics.

Sample: 5C

Score: 2

This essay has a minimal, unfocused thesis that does not appear until the end of the second paragraph. The definition of mass politics is inadequate. Because the discussion of Mussolini, Hitler, and the United States is off-task, there is almost no evidence provided that is relevant to the question. The lack of any concrete evidence to support the thesis prevents this essay from being scored a 3. The essay did not receive a 1 because, other than offering vague evidence, it does meet the requirements for essays in the 2–3 score range.

AP® EUROPEAN HISTORY
2005 SCORING COMMENTARY

Question 6

Overview

This question stipulated three interrelated tasks: a review of Marx’s views on economics and politics and two assessments—how these ideals were implemented by Lenin, and how they were implemented by Stalin. In addition, students were asked to demonstrate an awareness of “change over time”; i.e., whether in the transition from Lenin to Stalin, Marx’s ideals were *ever* fully realized. This question called for considerable skills of assessment as opposed to mere narrative. Although the question asked students to “assess” rather than to “analyze,” the more able students recognized that an implicit charge of the question was to explain why—or why not—Marx’s ideals on economics and politics were implemented (or manipulated) by both Lenin and Stalin.

Sample: 6A
Score: 8

This essay has a clear thesis that is well supported with specific evidence. The evidence provided reinforces the thesis, which addresses Marxist theories as well as modifications of these theories that were made by Lenin, and then by Stalin, to reinforce their goals. The essay notes change over time. The essay would have received a 9, but there is no explicit discussion of Marx, and the information provided on Stalin is incomplete.

Sample: 6B
Score: 5

This essay has an acceptable thesis. It provides an implicit understanding of Marxist ideals but uneven treatment of both Lenin and Stalin. The essay contains few relevant supporting examples. It did not receive a score of 6 because it neither demonstrates an explicit understanding of Marxist ideals nor clearly assesses the extent to which these were realized and/or changed by both Lenin and Stalin.

Sample: 6C
Score: 3

The thesis here is confused, and the essay shows a better understanding of Marx’s economic theories than his political ideals. The essay misunderstands both Lenin’s and Stalin’s policies and contains major errors (e.g., description of NEP, single ruler insuring equality, inaccurate discussion of 5-Year Plans). The essay did not receive a score of 4 because of the confused thesis, the errors, and the student’s failure to understand the question.

AP® EUROPEAN HISTORY
2005 SCORING COMMENTARY

Question 7

Overview

The question called for analysis of three distinct sets of factors in accounting for the western European domination of world trade between 1650 and 1800. Students needed to discuss these economic, technological, and institutional factors, but also to link them directly to trade.

Sample: 7A

Score: 7

This essay has a clear, if somewhat basic, thesis. The discussion of technology focuses primarily on the pre-1650 period, but the connection of exploration and technology to European dominance of world trade is well made. Mercantilism and colonies are discussed adequately. Solid detail is provided on the institutionalization of technology. While the student may overstate the freedoms granted in Western Europe, the contrast with Eastern Europe is appropriate. This is a stronger essay that addresses the entire question with more than the minimal detail required for a score of 6, but not enough to reach the 8–9 category.

Sample: 7B

Score: 4

The thesis does only slightly more than restate the question. The discussion of economic factors is uneven. The reference to colonies is good, but most of the discussion of industrialization is chronologically inappropriate. This tendency is repeated in the discussion of technology where spinning jennies are noted alongside air transportation. The significance of powerful states/monarchies is stated but not explained. The essay engages all three factors with some relevant information but is very superficial and contains several major errors. Enough correct information is provided to reach the mixed (4–5) category but barely.

Sample: 7C

Score: 3

There is a thesis here, but it is confused and off-task, e.g., the student compares Western Europe to Eastern Europe rather than focusing on world trade and does not address anything beyond 1650. The essay includes a good discussion of the agricultural revolution leading to protoindustrialization, but it does not connect these developments to world trade. The student discusses mercantilism, although the distinction between mercantilism and colonization is artificial. Enlightened despotism is discussed, but it is not germane to the question. A confused focus and inappropriate use of evidence prevent this essay from rising into the mixed category.