



AP[®] European History 2003 Scoring Guidelines Form B

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AP[®] EUROPEAN HISTORY
2003 SCORING GUIDELINES (Form B)

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 six documents by reference to anything in the box, even if used incorrectly. They need not be cited by number or name.

3. Supports thesis or answers question with appropriate evidence from the documents.

Even when there is no thesis, the essay can still offer evidence from the documents relating to views of the Vichy regime.

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. Consistent small errors = one major error. Errors in attempts to use POV should be judged less 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 (often expressed with emotional adverbs).

N.B. In this DBQ consistent attribution will not be accepted for POV.

6. Analyzes documents by grouping them in at least two groups. A group must have at least three docs.

Sub-groups within a larger grouping are acceptable. *A fallacious grouping receives no credit.*

Examples of possible groups include:

1, 2, 9,10.	Pétain himself.
1, 2, 6, 8, 9.	Pro-Vichy.
3, 4, 5, 7.	Anti-Vichy
3, 5, 7.	Free French / Resistance.
1, 3, 5, 8, 11.	Address Pétain's character.
1, 2, 3, 7.	Radio broadcasts.
6, 8, 9.	Print / visual media.

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
- uses documents persuasively as evidence
- shows careful and insightful analysis of documents
- analyzes bias or point of view in at least three documents cited in the essay
- analyzes documents in additional ways; e.g., additional groups even if only one doc., change over time, etc.
- 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 the thesis with specific evidence.
- May contain minor errors; even a “9” need not be flawless.

Indicators:

1. *Given the comparative nature of the question, essays can earn stronger scores by following different paths: they must discuss two artists from each era, but some will present one era more thoroughly than the other; or they can focus more on the relationships between artists and society, but with less detailed treatment of individual artists.*
2. 8-9: thorough discussion of **two** artists from each era, with analysis of relationship with society.
3. 7-6: thorough discussion of **two** artists from each era, but limited consideration of relationship with society.
4. Some essays will discuss works of art rather than artists in relation to society. This is acceptable.

5-4 Mixed Essays:

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. Discusses thoroughly only one era, or discusses only one artist from each era
2. Discussion may be superficial
3. Uses some specific 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, absent, or merely restates the question.
- Misconstrues the question or omits major tasks.
- May contain major errors.

Indicators:

1. May mention only **one** artist, but does not develop any appropriate example
2. Contains irrelevant information (e.g., discusses Renaissance painters)
3. Contains minimal relevant supporting evidence
4. Contains major errors, either factual or interpretive

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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
- 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. Addresses the extent to which women actually participated in the Renaissance
2. Recognizes women’s participation in the Renaissance; better essays may address class differences in accounting for women’s participation
3. Even better essays may contain no specific details

5-4 Mixed Essays:

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. Contains at least a general discussion of women’s participation in the Renaissance
2. May superficially discuss the “extent” of women’s participation
3. Addresses women’s roles, but does so without significant specificity
4. General evidence is drawn from the appropriate period

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, absent, or merely restates the question.
- Misconstrues the question or omits major tasks.
- May contain major errors.

Indicators:

1. May focus on the Renaissance period in general but does not discuss women’s participation
2. May mention, but not significantly address, women’s roles during the Renaissance
3. Contains minimal relevant supporting evidence
4. Contains major errors, either factual or interpretive

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Question 4

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. Thesis addresses terms of the question (discusses both elite and popular culture)
2. Answer addresses both elite and popular and elite culture, but may be uneven in coverage
3. Uses specific supporting evidence (individual thinkers and/or specific events)
4. Analyzes the impact of Enlightenment thought—does not merely discuss Enlightenment.

5-4 Mixed:

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. Thesis does not adequately address the tasks specified in the question.
2. Provides evidence that is more limited in nature (few specific details given).
3. Lists a few details, but does not provide significant analysis.

3-2-1-0 Weaker:

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. Fails to distinguish between elite and popular culture.
2. Contains minimal relevant supporting evidence.
3. Contains major errors, either factual or interpretive.

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Question 5

***Due to the nature of this question, comparisons may be primarily made up of differences between the two isms. Only a few essays will recognize any similarities between liberalism and conservatism in the specified time period.

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. Thesis and response address the question in terms of conservatism and liberalism.
2. Coverage may be uneven, with little or no explicit emphasis placed on similarities. Accurate and explicit emphasis on comparisons should be rewarded.
3. Response explicitly juxtaposes the two isms.
4. Response addresses the isms during the first half of the nineteenth century, in Europe.
5. Uses specific and accurate supporting evidence

5-4 Mixed Essays:

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. Discusses both conservatism and liberalism, but may give significantly more attention to one or the other
2. Addresses comparison and/or contrast but does so implicitly or without significant specificity.
3. Provides evidence that is more general in nature (has few specific examples).

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, absent, or merely restates the question.
- Misconstrues the question or omits major tasks.
- May contain major errors.

Indicators:

1. Discusses only conservatism or liberalism.
2. Omits comparison/contrast of the isms.
3. Response primarily addresses evidence that is outside of the specified time period.
4. Contains minimal relevant supporting evidence.
5. Contains major errors, either factual or interpretive.

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Question 6

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. Thesis and response directly address the terms of the question
2. Accurate discussion and analysis of major causes of war
3. Evidence/wars are chosen from the correct time period
4. Uses specific supporting evidence

5-4 Mixed Essays:

These scores should be assigned judiciously. Essays will demonstrate the following qualities with varying degrees of effectiveness:

- Minimal discussion
- Uneven response to the question’s terms
- May contain errors, factual or interpretive

Indicators:

1. Thesis may be superficial
2. Addresses the causes of war, but does so implicitly or without significant specificity (may only focus on the details of the wars, not the reasons behind them).
3. Provides evidence that is more general in nature (has few specific details)

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, absent, or merely restates the question.
- Misconstrues the question or omits major tasks.
- May contain major errors.

Indicators:

1. Discusses wars only in general terms.
2. Evidence is predominantly from outside the time period.
3. Contains minimal or no relevant supporting evidence
4. Contains major errors, either factual or interpretive

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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. Has a clear thesis addressing responses of the working class to industrialization
2. Describes various working class responses to industrialization *during this period*.
3. Stronger essays will discuss political, and/or social, and/or economic responses.
4. Stronger essays will analyze these responses, or at least place them in an appropriate context.

5-4 Mixed Essays [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. Discusses working class responses to industrialization in a general sense.
2. May discuss consequences of industrialization more than working class responses to it.
3. Describes but does not analyze responses.

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, absent, or merely restates the question.
- Misconstrues the question or omits major tasks.
- May contain major errors.

Indicators:

1. Often describes industrialization rather than working class responses to it.
2. Contains minimal relevant supporting evidence; frequently discussing period prior to 1850.
3. Contains major errors, either factual or interpretive.