



AP[®] European History 2004 Scoring Commentary

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**AP[®] EUROPEAN HISTORY
2004 SCORING COMMENTARY**

Question 1

Sample: C

Score: 8

Earns all core points.

Solid if brief thesis addressing attitudes and responses.

Uses all documents with no significant errors.

3 solid POV: Vives, Turner, collective POV on religion; additional POV but less effective on Maillefer, Charles V.

4 groups: humanists/middle class; towns; regulations; religion.

Some unsophisticated analysis, but good use of outside information connecting it to analysis of change over time.

Sample: A

Score: 6

Earns all core points but doesn't do much beyond that.

Clear thesis discussing attitudes and proposed solutions.

Uses 10 documents.

No major errors.

Groups: clergy supporting alms giving; government/"nobility" advocating controlled giving; and those who wanted the poor to work.

POV there but not strong: 11, 1, 3; tone [10], intent [9, 7].

Has outside information but not particularly useful and sometimes distracting.

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Question 2

Sample: L

Score: 9

Clear thesis. Good linkage for France (Lady Liberty; Rights of Women). Good linkage for Russia (women involved with Bolsheviks). Examples for France (Lady Liberty; divorce; equality in law; and recognizes that women were not given the vote). Examples for Russia (Kollontai; same work as men). Comparison (both advanced women's status; both failed to provide true equality). Contrast (Russian women played more significant role).

Sample: N

Score: 7

Acceptable thesis. Good linkage: Bread march to Versailles in France; women as working-class revolutionaries in Russia. Possible example for France: Women did not attain suffrage. Good example for Russia: Women were granted suffrage. Comparisons: Women in both revolutions took part in protests; both advanced the status of women. Contrast: Russian women granted suffrage and achieved "a higher status."

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Question 3

Sample: P

Score: 9

Thesis stated in the final paragraph.

Highlights popular discontent with postwar institutions.

Discusses scapegoating of minorities as a way to appeal to public opinion.

Analysis of the uses of technology is clear, as is discussion of the impact on nationalism.

Mass culture discussed in terms of willingness of masses to be “brainwashed.”

Sample: R

Score: 7

Thesis developed in first three brief paragraphs.

Essay discusses military technology.

Radio and mass media impact on mass culture.

Lacks sufficient depth for high score.

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Question 4

**Sample: R
Score: 9**

This essay has a sophisticated thesis, provides a coherent analysis of factors throughout the period, and offers many supporting details. The essay shows an understanding of the complexity of the question.

Why is it not an 8? This essay offers a well-developed thesis that addresses the complexity of the question and is supported by a variety of details. After acknowledging factors encouraging and discouraging unity throughout the period, the essay concludes by looking hopefully towards the future.

**Sample: S
Score: 7**

The essay provides a clear thesis that initially addresses unity and disunity and then, at the end, emphasizes factors encouraging unity. It discusses factors during (not throughout) the period. The organization is a bit haphazard.

Why is it not a 6? The level of evidence is stronger than in a 6 essay.

Why is it not an 8? The essay provides analysis of factors during, not throughout, the period. Also, its organization is a bit haphazard as it skips back and forth between decades.

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Question 5

Sample: C

Score: 8

This essay addresses the question directly with a clear, well-developed thesis. Two elements of humanism (individualism and classical Greek and Roman themes) are illustrated. Four works of Renaissance art are used correctly. Individualism – *Madonna of the Rocks* and the Sistine Chapel Ceiling; classical influence – *School of Athens* and *David*. Discussion of classical themes is briefer and more limited than that of individualism, but the description of works of art focuses on links to humanism. Addresses secularism in a nuanced way at the end of the essay.

Why is it not a 7? The thesis is clear and shows a good command of humanism. The examples are good for individualism though more compressed for classical themes. Student uses two elements of humanism and four examples of art.

Why is it not a 9? The discussion of classical themes is too compressed and the aspect of individualism is a bit too limited.

Sample: A

Score: 6

Humanism is described as secular ("more focus on the individual person than on the church"). Discussion is brief but includes just enough specific linkage to meet the requirements of the stronger category. *Mona Lisa* is secular as is *School of Athens* (also about education), and it is in the *David* example that the essay is the weakest, as it doesn't really fit the secular mold into which the student is trying to place all his or her examples. Yet the student does identify David as an Israelite king, showing awareness that it is a religious subject.

Why is it not a 7? The linkage is very uneven, not just a little uneven.

Why is it not a 5? This essay has a thesis (admittedly not well worded) and pursued the analysis throughout the essay even to the conclusion ("not Christian-inspired art").

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Question 6

Sample: X

Score: 9

Very good thesis discussing linkage of religion and philosophy in Middle Ages and impact of scientific discoveries on the traditional order. Explains why heliocentric system matters, leading to questioning of other Roman Catholic Church teachings. Mechanistic Newtonian physics leads to Deism. Links scientific method to the Enlightenment. Locates impact of philosophic and religious change among elite.

Sample: Y

Score: 7

Fairly general thesis, but connection made to Enlightenment. Inductive and deductive reasoning mentioned but not really defined. Impact on philosophy fairly minimal: religious toleration and thinking practically. Deism contrasted to Pascal's faith. Good observation about end of witch trials. Inclusion of enlightened absolutism weakens the answer.

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Question 7

Sample: P

Score: 9

The essay provides a very thoughtful analysis of the impact of nationalism in Germany and the Austrian Empire. The evidence presented supports the thesis, contrasts the various manifestations of nationalism, and includes the progression of nationalism from “liberal” to “conservative” in Germany. Good discussion of how, since Austria ruled over so many ethnic minorities, nationalism became increasingly volatile in the Austrian Empire until the First World War. The discussion of the interpretation of cultural nationalism and politics is well balanced and supported with appropriate evidence.

Sample: Q

Score: 5

The thesis of nationalism as a “political ideology” is simplistic. The essay mentions the degree to which Bismarck recognized the political uses of nationalism for the purposes of German unification; however, the subsequent discussion misinterprets the interplay of nationalism and politics. Marginal supporting evidence is provided in the discussion of the way in which nationalism in the Austrian Empire contributed to imperial disunity.