



## **AP<sup>®</sup> European History 2000 Scoring Commentary**

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**Question 1**

**Sample X – Score 8**

- Has a complex thesis.
- Uses all 10 documents in developing an analysis in support of the thesis.
- Analyzes bias or point of view for at least four documents.
- Makes minor errors in use of Document 7 (Easter rebellion) and Document 10 (criminal).
- Groups documents appropriately.

**Sample Y – Score 6**

- Has a simplistic thesis identifying two purposes (have fun and punish social offenders).
- Uses all 10 documents, attributing authorship for all 10. Some misreading of Document 7 (people wanted to party) and Document 10 (berries picked from a forbidden patch).
- Identifies a third grouping (in addition to "having fun" and punishing) in Document 1 (imitating and celebrating city officials).
- Although it uses all 10 documents, the essay does not do enough beyond the basic core to warrant a higher score.

**Question 2**

**Sample P - Score 9**

- Sophisticated treatment of both Stalin's and Gorbachev's political and economic policies
- Similarities and differences interwoven throughout essay.
- Explicit discussion of motives and results; elaborate support for ideas (e.g., use of statistical data).
- Tightly constructed and well-organized.

**Sample Q - Score 6**

- Juxtapositioning of Stalin's and Gorbachev's policies.
- Strong discussion of contrasts.
- Implicit similarities.
- Recognizes motives.
- Minimal use of examples.

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**Question 3**

**Sample P - Score 9**

- Fairly generic opening thesis, but subsequently developed with considerable skill.
- Well-organized and clearly written motives and consequences identified and linked with appropriate historical examples.
- Interconnections between the various parts could be drawn out better.
- Little sense of chronological development over Philip II's reign, though interesting conclusion.

**Sample Q - Score 7**

- Religion identified as Philip II's primary motive.
- Distinguishes Spain from the rest of the empire.
- Strong on the Netherlands, a bit longwinded on the Armada.
- Interconnects Netherlands and Armada well, however loses sight of Spain's experience/fate.
- Overstates impact on the colonies.

**Question 4**

**Sample P - Score 9**

- Clear, well-defined thesis with three distinct developments.
- Analyzes and discusses all parts of the question with specific examples.
- Good linkage.
- Some weakness in chronology.
- Remember, even a 9 is not perfect

**Sample Q - Score 7**

- Has a thesis;
- Discussion on colonies and Industrial Revolution is good;
- Navy tied to trade and the colonies;
- Analysis of agriculture and cottage industry somewhat muddled.
- Chronology generally good.

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**Question 5**

**Sample P - Score 6**

- A clear thesis but tends to generalize.
- Understanding of Enlightenment assumptions centered almost exclusively on reason, making occasional references to "scientific method" and "observation."
- An acceptable but limited understanding of Darwin's ideas as "mechanistic process".
- Freud is treated similarly via reference to the "role that the subconscious plays . . . ."
- Linkages of Darwin and Freud to the Enlightenment are satisfactory but limited.

**Sample Q - Score 9**

- Clear, original thesis developed competently, thoroughly, and evenly.
- Darwinian and Freudian ideas developed with relevance and elaborated with consistent linkages to Enlightenment concepts throughout the essay.

**Question 6**

**Sample A - Score 6**

- Has a clear thesis.
- Alludes to the accuracy and inaccuracy of the poem.
- Superficial account of the historical factors surrounding the changes in gender roles
- Emphasizes working outside of the home.

**Sample B - Score 8**

- Presents a clearly defined thesis, which challenges the accuracy of the poem.
- Very good discussion of the social and economic implications of gender roles, particularly with respect to middle and lower classes and the political effects of the Suffrage movement.

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**Question 7**

**Sample A - Score 8**

- Thesis is well-developed.
- Discussion of method is richly illustrated with evidence and sophisticated.
- Discussion of impact is good, but not as deeply explored as it could be.
- Minor error on the Scientific Revolution gaining its "foundations in the Enlightenment."

*Why is it not a 9?* Discussion of impact concerns Church and general trends such as secularism, but could be more developed.

*Why is it not a 7?* The thesis is unquestionably a thoughtful one. This essay reveals a fine understanding of the scientific method and a good discussion of the conflict between Galileo and the Catholic Church.

**Sample B - Score 9**

- Well-developed thesis, substantial evidence;
- Good description of scientific method.
- Excellent on impact.
- Shows connection to natural law, to the Enlightenment, and astutely assesses impact on politics without overstatement.
- This is a good example of full and balanced treatment of both parts of the question.

*Why is it not an 8?* This essay is fully responsive to the question, well-provided with evidence. It is indisputably within the top 10% of responses.