



AP[®] European History 2001 Scoring Commentary

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Part A: Document-Based Essay

Question 1

Sample	Score	Commentary
BB	8	Thesis based on documents and question, but rather rudimentary. Good discussion of POV on several documents but often misses the opportunity for others (e.g., Doc. 4). Analysis of documents is often simplistic; some documents are discussed in a generalized way rather than analyzed specifically. Some awareness of change over time.
CC	6	Workmanlike thesis statement. Focuses essay on question of independence and classifies Davis as pro-independence which is not in the document but can be extrapolated. Grouping of documents is somewhat awkward. Misreading of Doc. 4. Uncritical acceptance of pro-Greek viewpoint. Consistent attribution and some POV in evaluation of bias of Doc. 3.

Part B: Thematic Essays

Question 2

Sample	Score	Commentary
AA	9	<ul style="list-style-type: none">• Clear, well developed thesis• Reindustrialize to industrial to postindustrial change over time• Notes class distinctions• Multiple causation• Much specificity• Excellent connection of attitudinal changes with causation• Well-developed essay
BB	7	<ul style="list-style-type: none">• Socially focused essay• Juxtaposes traditional attitudes newly changed attitudes• Causation not analytically developed• Nice attention paid to social class distinctions in attitudes (middle vs. working classes)

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Part B: Thematic Essays

Question 3

Sample	Score	Commentary
R	9	<ul style="list-style-type: none">• Sketches out early overseas expansion then formulates nice thesis in the opening.• Global trade developed quite well with pertinent examples.• Nice transition to international trade, that's then developed with pertinent examples.• Articulates dynamic between continental and overseas interests, esp. for France.• Projects future consequences and patterns into the future.
Q	6	<ul style="list-style-type: none">• A mediocre start that generally improves in the course of the essay.• Global trade developed well enough with pertinent examples and countries involved.• Linkage to international relations is vaguely defined.• International relations fairly superficial; tendency to resume discussion of global trade.• First section better developed than the second; ends with statement that better links global trade and international relations.

Question 4

Sample	Score	Commentary
X	9	Addresses the question directly; especially strong on political nature of the Reformation in England. Emphasizes political decentralization in Holy Roman Empire. Equally strong on social effects, complementing the effects of Lutheranism (Peasants' Revolt) with those of Calvinism (new attitude toward accumulation of wealth and Geneva as a model society). Geographical canvas appropriately broad (England, Holy Roman Empire and Germany, Geneva).
Z	6	Discusses both political and social consequences, although geographical focus is limited. This essay argues that once the pope was "eliminated" (as a political force in Protestant lands), new political configurations resulted, especially the notion that the church supported the state (evident in Luther's reaction to the Peasant Revolt). Social consequences include Protestant emphasis on education and improved rates of literacy as well as emphasis on the home. Closing of nunneries restricts opportunities for women to marriage and the home.

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Part C: Thematic Essays

Question 5

Sample	Score	Commentary
A	6	Has a clear thesis. Discusses both theories in physics (Einstein) and psychology (Freud and Jung). Challenges are addressed superficially and with the exaggerated claim of widespread “suicides” and “alcoholism.” Cultural references to Picasso, Cubism and Romanticism are inappropriate.
C	9	Provides a clear, well-developed thesis, which captures the purpose of the task. A through analysis of the question and a very good discussion of theories in physics (Heisenberg Einstein) and psychology (Freud). The theories, which challenged existing ideas of the individual and society, were explained in terms of issues concerning objectivity, rationality, irrationality, probability and “uncertainty.”

Question 6

Sample	Score	Commentary
A	9	<ul style="list-style-type: none">• This very detailed and well-developed essay provides a thesis that addresses the entire question;• Offers a number of comparisons and contrasts (some in considerable depth);• Is rich in providing specific evidence; and• Treats the subject in a sophisticated manner (e.g., change over time is noted, a rare development in this essay.)
B	7	<ul style="list-style-type: none">• Offers viable thesis;• Discusses political and economic differences;• Treats both regions;• Supports with some specific evidence;• Very thin similarity (no more than a “nod” — “Warsaw Pact was formed in regard to NATO.”)

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Part C: Thematic Essays

Question 7

Sample	Score	Commentary
A	9	<ul style="list-style-type: none">• Clear thesis, well developed and effective• Understands the context of Jacobin actions and Stalin’s intentions.• Gives detailed and accurate support of the thesis.• Compares and contrasts with some subtlety. Conclusion rounds out a fine essay.
C	9	<ul style="list-style-type: none">• Clear thesis.• Good on use of popular culture in France and on economic modernization of Stalin.• Uses attacks on the church in both cases as a good similarity.• Some lack of distinction between means and ends.• A bit thin, but enough to fall into the strong category.