



## AP<sup>®</sup> European History 2002 Scoring Commentary

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## Part A: Document-Based Essay

### Question 1

#### Sample T – Score 9

This is a strong essay. It clearly exceeds core requirements in several areas. Its introduction, which includes a thesis, is clear, analytical, and comprehensive. It does not use all of the documents, but it uses most of them and accompanies their discussion with good analysis and clear Point of View (POV). The essay discusses change over time at several points and introduces excellent outside information.

#### Sample Q - Score 6

This essay provides a clear thesis and uses ten documents correctly. The writer takes mainly description from the documents, providing sparse analysis; it is stronger in POV, providing two solid POVs and three additional attributions. The essay also identifies three groups (overpopulation, sanitary conditions, and the economy), but this is not quite enough to pull the essay into the 7 category.

## Part B: Thematic Essays

### Question 2

#### Sample BB – Score 9

- Offers and then substantiates a very strong thesis
- Presents a nicely balanced treatment of the two figures
- Delineates similarities and differences with excellent specificity
- Articulates goals and methods in a very knowledgeable fashion
- Conveys a correct sense of chronology

#### Sample CC – Score 7

- Starts with bare bones thesis that subsequently improves
- Some imbalance in the treatment of the two figures
- Juxtaposes similarities and differences with adequate specificity
- Identifies goals and methods clearly
- Expresses correct chronology often implicitly

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**Question 3**

**Sample Q – Score 9**

This essay has a vigorous introduction that includes several factors explaining the rise of witchcraft persecution including social structure, religious convictions, chaotic status of European life at this time, and the vulnerability of women. Factors for the decline include development of science and gradually increasing stability. Women, especially widowed and single women, are identified as the common victims. The gradual decline is attributed to “new found stability” and scientific explanations replacing superstitious ones.

**Sample R – Score 7**

The thesis of this essay identifies only one factor for the rise and one factor for the decline. The body of the essay describes religious attitudes leading to superstition for the rise of witchcraft and misogyny (phrased as “inferior attitude towards women.”) The student understands complexity and mentions scapegoating. Decline is attributed to the Enlightenment.

**Question 4**

**Sample AA – Score 9**

Clear and sophisticated thesis, defining themes of progress, science, and personal freedom and the impact of the war on such concepts in the interwar period. Although the student provides some specific evidence throughout the essay, what clearly distinguishes this effort is its masterful conceptual understanding, which reaches a powerful crescendo in the closing paragraph. The student demonstrates (especially at the end) complete understanding of the intent of the question.

**Sample DD – Score 6**

Generalized thesis addresses the question. Links a number of societal developments to the Great War (unemployment, the rise of extremist movement, changing status of women) in a broadly accurate manner, although the analysis of the links lacks nuance and refinement. Veers off slightly into politics. The primary focus is the interwar period. This essay demonstrates that it is possible to respond to the question without offering a discussion of cultural and intellectual trends.

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**Question 5**

**Sample BB – Score 9**

Strong thesis presentation, comparison of power and status in France, England, Prussia. Shows nobles' influence in the English Parliament, loss of power in France under Louis XIV — high status but little power. Russian nobles forced to change under Peter's westernization, though they retained power on their estates. Service nobility in Prussia with Frederick William.

**Sample GG – Score 6**

Less analysis overall, and little reference to change in Absolutism/nobles relationship. Discussion of France largely a description of Versailles. Prussia discussed better, especially with emphasis on state service. Junkers got complete control over their serfs in exchange for military roles.

**Question 6**

**Sample A – Score 9**

Provides a clear thesis that expresses the purpose of the task and the broader ramifications of the question. Analyzes the validity of the interpretation in terms of political and economic factors in Western and Eastern Europe, an analysis that develops into considering the political and economic (and social) implications of the concerted efforts to regulate environmental, health, and labor policies. Discusses not only the political and economic factors, but also the political ramifications of economic policies, as in the cases of the Euro, and of political and military integration.

**Sample C – Score 6**

Has a clear thesis, but generalizes trends toward “European Union” with emphasis on the inception of the Euro currency. Political justification for the decline in nationalism limited to general references to the Warsaw Pact and to the United Nations.

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**Question 7**

**Sample DDD – Score 9**

Succinct essay that addresses fully the tasks of the question; develops effective thesis (despite a somewhat simplistic thesis statement in the introduction); clearly states goals for both Metternich and Bismarck; addresses achievements across a range of time for each figure; several comparisons mentioned throughout essay, with the last paragraph providing sufficient comparison and contrast for the essay to score in the highest category.

**Sample AAA – Score 6**

Thesis addresses similarities and differences; balanced treatment of the two figures with some degree of specificity; understands Metternich's reliance on conservatism and balance of power, though shows simplistic understanding of balance of power concept and misuses nationalism to describe Metternich's motivation; explains unification of Germany, including Bismarck's ability to use nationalism to advance his goals; but does not address achievements across a range of time for either figure and comparison/contrast is not strong.