



AP[®] European History 2003 Scoring Commentary Form B

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Question 1

Sample A – Score 9

Clear thesis. Uses all documents appropriately, and groups them well (Petain, propaganda, opposition). Point of view in analysis of Petain's deposition and the sympathy of a French fascist for Nazi control of France. Sophisticated analysis of Documents 6, 8. Comprehensive answer to question.

Sample C – Score 7

Clear thesis. Good use of documents as evidence with only one error (Document 8). Point of view addressed in Petain's nationalism and Valentin's position in the Vichy regime and as a member of the resistance. Sophisticated use of Document 6 earns an expanded point.

Question 2

Sample A – Score 9

Very good thesis and organization. Sophisticated discussion of Caravaggio's painting technique and Le Brun's architectural design for Versailles. Discusses Existentialist influences on Surrealists and political nature of Picasso's *Guernica*. Nice connection between Louis XIV and Stalin in conclusion. Excellent essay.

Sample C – Score 7

The thesis is fairly general, but acceptable. Only one artist, Van Dyke, is used for Baroque era, but Versailles is discussed as a reflection of the relationship between art and society. Surrealism and Cubism are well discussed. Much stronger on the twentieth century, but has enough on Baroque to be stronger essay.

Question 3

Sample A – Score 9

Very good thesis paragraph aware of both women's roles and opinions of women. Uses *The Courtier* to discuss education for women. Discusses women artists (although Sofonisbola Anguissola is made into two women, and aristocratic women, exemplified by Isabella de Este. Women as ornaments is accurate. Very strong on influence of class on women's participation in the Renaissance.

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Question 3 (cont'd.)

Sample C – Score 7

Simple, but acceptable, thesis. Women's involvement in business discussed. Discussion of marriage patterns and consequences not entirely convincing, although it has some good information. Uses *The Courtier* to discuss education for women. Distinguishes between the Italian and Northern Renaissance; mentions Dürer's wife.

Question 4

Sample A – Score 9

Although brief, this is an excellent essay. Not only are there numerous examples (Voltaire, Diderot, Locke, Burke), the analysis is very sophisticated: for instance, bourgeoisie enrollment at Oxford, the continuum from Voltaire to Robespierre, and Burke's acceptance of the ideal of equality despite his rejection of the French Revolution.

Sample C – Score 7

Despite a poorly phrased thesis statement (revisited in the conclusion) that the Enlightenment influenced the final decline of the elite and the progress of popular culture, this is a stronger essay. Progress is emphasized. Also discusses salons, anticlericalism, and education. Particularly good on connection between Enlightenment and French Revolution.

Question 5

Sample A – Score 9

Thesis is adequate and is amplified by an excellent conclusion. Good discussion of liberalism and conservatism that contains considerable detail. Evidence is from the correct time period. Explicit comparison/contrast included. Good analysis of liberal/conservative goals.

Sample C – Score 7

Introduction highlights the clash between liberalism and conservatism, although the thesis could be stronger. Explicit comparison/contrast of the two isms with accurate supporting evidence makes this a "stronger" response. Essay would score higher if it contained more elaboration and/or more supporting evidence, but its level of analysis raises it above a 6.

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Question 6

Sample A – Score 9

Excellent analysis of the reasons for continual European wars during these years. Essay scores a 9 due to the broad scope of evidence (even including Russia and Poland), and due to the accuracy and depth of its analysis.

Sample C – Score 7

Essay contains solid analysis concerning the causes of war during the specified years and provides specific evidence to support the analysis. Too much irrelevant information keeps this essay at a 7.

Question 7

Sample A – Score 9

Stronger essay. Good thesis, developed throughout essay. Sees working class as actively engaged in process of industrialization. Discusses unions and social welfare in both Germany and England. Also explores new gender roles and relations. Sophisticated causal analysis.

Sample C – Score 7

Stronger essay. Contains a good thesis. Essay is on task, but somewhat one dimensional, focusing exclusively on political responses: socialism, Marxism, anarchism.