



AP[®] European History 2003 Scoring Commentary

The materials included in these files are intended for use by AP teachers for course and exam preparation; permission for any other use must be sought from the Advanced Placement Program[®]. Teachers may reproduce them, in whole or in part, in limited quantities for noncommercial, face-to-face teaching purposes. This permission does not apply to any third-party copyrights contained herein. This material may not be mass distributed, electronically or otherwise. These materials and any copies made of them may not be resold, and the copyright notices must be retained as they appear here.

These materials were produced by Educational Testing Service[®] (ETS[®]), which develops and administers the examinations of the Advanced Placement Program for the College Board. The College Board and Educational Testing Service (ETS) are dedicated to the principle of equal opportunity, and their programs, services, and employment policies are guided by that principle.

The College Board is a national nonprofit membership association whose mission is to prepare, inspire, and connect students to college and opportunity. Founded in 1900, the association is composed of more than 4,300 schools, colleges, universities, and other educational organizations. Each year, the College Board serves over three million students and their parents, 22,000 high schools, and 3,500 colleges through major programs and services in college admissions, guidance, assessment, financial aid, enrollment, and teaching and learning. Among its best-known programs are the SAT[®], the PSAT/NMSQT[®], and the Advanced Placement Program[®] (AP[®]). The College Board is committed to the principles of equity and excellence, and that commitment is embodied in all of its programs, services, activities, and concerns.

For further information, visit www.collegeboard.com

Copyright © 2003 College Entrance Examination Board. All rights reserved. College Board, Advanced Placement Program, AP, AP Vertical Teams, APCD, Pacesetter, Pre-AP, SAT, Student Search Service, and the acorn logo are registered trademarks of the College Entrance Examination Board.

AP Central is a trademark owned by the College Entrance Examination Board. PSAT/NMSQT is a registered trademark jointly owned by the College Entrance Examination Board and the National Merit Scholarship Corporation. Educational Testing Service and ETS are registered trademarks of Educational Testing Service. Other products and services may be trademarks of their respective owners.

For the College Board's online home for AP professionals, visit AP Central at apcentral.collegeboard.com.

**AP[®] EUROPEAN HISTORY
2003 SCORING COMMENTARY**

Question 1

Sample AA – Score 9

More than satisfies core requirements. Has strong thesis, uses all 12 documents, and establishes three groups based on incremental change, has extraordinarily clear and frequent POV. Interesting analysis, contrasting Documents 4 and 8. Has some misinterpretation of Document 5, but 9's need not be flawless.

Sample CC – Score 7

Meets all core requirements, has POV for Documents 2, 3 and 4 (“much to gain”), and tone for 9; has 3 groups, organized by incremental change over time. Held down by minor error with Document 3 and lack of development.

Question 2

Sample AA – Score 9

Implicit thesis focusing on the impact of new agricultural methods. Sophisticated integration of features (crop rotation, improved livestock, enclosures) with consequences (better diets, health). Analyzes diverse impact of AR on peasants and aristocrats; cottage industry's role developed.

Sample EE – Score 7

Good thesis incorporating the influence of the Netherlands and the role of agricultural technique. Explains the importance of several features. Strong analysis of social consequences, a bit less on the economic; some overlapping of social and economic consequences.

Question 3

Sample AA – Score 8

This essay, although its thesis is stated with less sophistication than in stronger essays, responds fully to the question. It comments less fully on extent of success and is less well organized than the strongest essays.

Sample BB – Score 6

This essay responds fully to the question, albeit rather thinly. Analysis/discussion of methods and extent of success is not balanced (Kingship and law are conflated; discussion of faith shows the most depth.).

**AP[®] EUROPEAN HISTORY
2003 SCORING COMMENTARY**

Question 4

Sample A - Score 9

Clear, well developed thesis. Cites several specific examples of advances in learning and technology, and explains how they influenced exploration and trade. Good on learning, with discussion of Prince Henry's school and consequences for interest in exploration and trade; discusses technological improvements in shipbuilding and cites results for trade. Links exploration to Renaissance attitudes. Provides examples of Portuguese and Spanish exploration. No major errors.

Sample C - Score 7

Thesis engages both parts of the question. Cites several relevant examples of advances in learning and technology and refers to how these influenced exploration and trade. Essay does not rise to an "8" because it is not balanced enough; lacks in-depth discussion (see points 1 and 4 under "stronger.").

Question 5

Sample C – Score 9

This essay provides a good thesis and a very thoughtful assessment of the reasons for the end of Soviet domination in Eastern Europe. These reasons include an analytical discussion of the extent to which the arms race, the war in Afghanistan and other "Cold War" crises depleted the Soviet economy and, consequently, limited the Soviet's desire and ability to intervene to support satellite political regimes. An additional discussion of how Gorbachev's policies encouraged resistances in the satellite nations, while important, contains a minor error in accounting for the sequence of events of "revolutions." Why not an 8? A very strong analysis, and good discussion which demonstrates an understanding of the question.

Sample B – Score 7

Thesis has a clear argument that mentions three reasons for the end of Soviet domination, The second reason, however, is weaker in analysis than the other two, which are fleshed out with details. Essay indicates an analytical understanding of the question, but is limited in demonstrating argument with specific evidence. Why not an 8? Evidence remains uneven and limited in supporting the argument. Why not a 6? The essay has good analytical thrust and addresses the question, but evidence for the second reason was not developed substantially until later in the essay.

**AP[®] EUROPEAN HISTORY
2003 SCORING COMMENTARY**

Question 6

Sample P - Score 9

The essay develops three specific and relevant examples, and it has clear and convincing linkage between Romanticism and nationalism throughout the essay. The essay demonstrates an understanding of both concepts, with an awareness of the differences in the nature of nationalism in the three examples contributing further to the strength of this essay.

Sample H - Score 7

Essay utilizes events in three countries as specific and relevant examples. Linkage between Romanticism and nationalism is clear and convincing with Italy, somewhat less with Germany, and even less so with Austria-Hungary. This essay concentrates more on nationalism, but the linkage to Romanticism is sufficient enough for it to score in the higher category, and the level of specificity in the examples elevates the essay to a 7. The reference to Bismarck is beyond the time period, but context makes this example acceptable.

Question 7

Sample M – Score 8

While the response is well developed, it forces the thesis a bit, especially with respect to religion. The discussion of social contract is excellent and clearly makes the link between ideas and policy with respect to society, specifically referencing the abolition of feudalism on August 4. Several instances of revolutionary policy with respect to religion are spelled out, but the linkage to Enlightenment ideas is more forced (Voltaire's state controlled church/skepticism reflected in Republic of Virtue.) Finally, the Convention did not separate powers as the student asserts. Why is this not a 7? This is a clearly superior essay, in which the argument is supported with pertinent evidence. The discussion cannot be characterized as uneven.

Sample O – Score 7

A well-organized discussion, treating society and then religion. More fully developed with respect to Enlightenment ideas, but quite competent on Revolutionary policy. Student argues against the influence of the Enlightenment on the Revolution with respect to religion. Why is this not an 8? The essay is tightly argued and compact. Fuller discussion of religion, both from the perspective of the Enlightenment and the Revolution would be helpful. Why is this not a 6? This essay is well reasoned, and it is quite persuasive in places.