



AP[®] European History 2005 Scoring Commentary Form B

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AP® EUROPEAN HISTORY
2005 SCORING COMMENTARY (Form B)

Question 1

Sample: 1A

Score: 9

This essay earned all the core points and received additional credit in the expanded core for using all 12 of documents persuasively as evidence and for recognizing point of view in multiple documents. The essay also uses outside information effectively. It has a solid thesis that reflects the documents. All three parts of the question are addressed fully. There are three solid point-of-view references (documents 2, 4, 5, and 9) and several weaker ones (documents 1, 7, and 8), and collective point of view is demonstrated regarding scientists and religion. Three groups are identified and developed (political, religious, and social), and subgroupings are used in both the political and religious discussions.

Sample: 1B

Score: 5

This essay earned core 1, 2, 3, 4, and 6. It includes an acceptable thesis in the concluding sentence, enough documents are used, and all parts of the question are addressed. However, there is an error in the use of the Charleton document (document 8) as a social statement, though the essay still received credit for this point. There are inadequate attempts to analyze point of view in documents 1, 6, and 11. Three appropriate groupings are identified; political, social, and religious.

Sample: 1C

Score: 3

This essay earned core points 1, 2, and 3. It has an acceptable thesis, refers to eight of the documents, and all three parts of the question are addressed. The student misinterprets the Calvin document (document 2) and misidentifies Mersenne (document 5) as a woman, which leads to a fallacious grouping. The essay contains only mediocre point-of-view analysis (document 11) and includes only two acceptable groupings (religious and political).

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Question 2

Sample: 2A

Score: 9

This essay contains a clear thesis in the introduction. It develops several factors that account for the growth of witch hunts; Protestant–Catholic tension, social and economic tension regarding women, and a period of economic hardship. The reasons for the decline in witch hunts are also clearly identified and explained: alleviation of economic hardship and easing of religious tensions. The student also acknowledges the chronological range specified in the question.

Sample 2B

Score: 5

This essay has a superficial thesis: that witch hunts were caused by various economic and political troubles. The reasons for the growth of witch hunts are explained in the first paragraph, though they are not well developed. The factors leading to decline are addressed in the final paragraph, but there is little supporting detail included.

Sample 2C

Score: 2

This essay acknowledges two reasons for the growth of witch hunts: women’s status and the mixing of pagan and Christian traditions, though neither is very well developed. The essay offers only one extremely general explanation for the decline (“most people began to realize they were killing innocent people”), with no supporting detail.

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Question 3

Sample 3A

Score: 9

This is a very solid essay that addresses all parts of the question. It has a specific thesis in the introductory paragraph and discusses similarities and differences in the context of describing the two movements. Relevant examples are offered and developed (Locke, Hobbes, Turner, Constable, etc.). The introduction contains an error about the dates of the two periods, but this is minor when considering the essay as a whole.

Sample 3B

Score: 5

This essay has an acceptable thesis, though it is rather tenuously connected to the question. Some supporting evidence is provided; however, the examples are not developed. The essay separates “the individual and God” into two discussions, which leads to a somewhat repetitive response. Differences are acknowledged in both discussions, though similarities are not addressed.

Sample 3C

Score: 3

This essay has a minimally acceptable thesis and suggests a basic understanding of the characteristics of the two movements. Voltaire is mentioned as a specific example in the paragraph on the Enlightenment, but little specificity is provided about Romanticism. A difference between the two movements is noted, but similarities are not addressed.

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Question 4

Sample: 4A

Score: 9

This essay does an effective job of addressing both industrialization and urbanization, especially in the period specified in the question. Though the thesis suggests that there were not significant improvements in working-class family life, the essay does point out key developments in the latter part of the period (Factory Acts and trade unions), and it includes specific evidence regarding urbanization (Manchester, Birmingham, London slums, etc.). There is a clear, consistent focus on working-class family life throughout the essay.

Sample: 4B

Score: 5

This essay has a thesis in the introduction, but it is not directly focused on the question. The student discusses industrialization and urbanization, though in somewhat simplistic terms. This essay is not very well organized and loses focus when the student discusses family life in the later part of the period. There is a reasonable degree of specificity, but some of the evidence cited is only marginally relevant.

Sample: 4C

Score: 2

This essay's introductory paragraph illustrates a basic understanding of the topic, including the changes that took place by the end of the period. However, little specific supporting evidence is provided, and there are several minor errors in the discussion that undermine the essay.

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Question 5

Sample: 5A

Score: 9

The first sentence of this essay offers an effective thesis. The first body paragraph demonstrates an understanding of the concept of mercantilism. The essay incorporates evidence from several different countries to explain how mercantilism was practiced.

Sample: 5B

Score: 5

This essay suggests an understanding of the fundamental characteristics of mercantilism. The student mentions Colbert and Louis XIV as followers of mercantilist policies, but the essay lacks detailed supporting evidence.

Sample: 5C

Score: 2

The thesis is confusing, and the response is off-task. By contrasting mercantilism with Adam Smith, the essay suggests (but does not clearly delineate) some understanding of the concept of mercantilism. The essay mentions Louis XIV and Colbert, but apart from that, it provides little supporting evidence.

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Question 6

Sample: 6A

Score: 9

This essay has an acceptable thesis and explicitly addresses all components of the question. Details about the treatment of Germany following the First World War (blame and demilitarization) and the Second World War (division, Marshall Plan) are presented, and the reasons for the differing treatment are discussed. This essay offers an explicit comparison and contrast (economic and political). The language is a bit simplistic, but the essay contains solid information that meets all of the criteria in the scoring guidelines.

Sample: 6B

Score: 6

This essay discusses the treatment of Germany following both wars, though the treatment of Germany after the Second World War lacks specificity. Similarities and differences are addressed, and one reason is offered. This essay meets most of the standards for an essay in the stronger category, but it lacks the kind of development and breadth required of essays in the highest scoring range.

Sample: 6C

Score: 3

This essay has a simplistic thesis. The treatment of Germany following the First World War is addressed with some specificity (reparations, blame, reduction in military size), but there is virtually no concrete information offered about the treatment of Germany after the Second World War. The essay offers “diplomacy” as the reason for differences in treatment, but the argument is not developed; no similarities are given.

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Question 7

Sample: 7A

Score: 9

This essay has a clear, well-developed thesis in the introduction. Three factors for decolonization are identified (Cold War conflict, ideals developed from education overseas, domestic problems) and explained. Relevant examples are also given for each factor (Angola, Mozambique, Ghana, Kenya, Belgian Congo, etc.). The essay presents information across chronological and geographical ranges, which further strengthens it.

Sample: 7B

Score: 5

An acceptable thesis is provided in the introduction. The essay identifies three factors (economic debt, general morale, and tensions with the Soviets). The student explains economic debt as a factor and mentions Great Britain as an example; the remaining two factors receive a rather simplistic treatment. The essay's conclusion makes note of a major foreign policy shift in Europe and America, but it is unsupported.

Sample 7C

Score: 3

This essay provides a thesis in the concluding sentence. The student lists several accurate and relevant examples of decolonization (Morocco, Algeria, Congo, India), but the essay remains singularly focused on the Second World War and the actions of the Germans as the factor for the decolonization process. The essay also incorrectly cites the end of the Algerian War in the 1950s as the end of decolonization.