AP[®] EUROPEAN HISTORY 2008 SCORING GUIDELINES (Form B)

Question 1—Document-Based Question

Explain the reasons for the adoption of a new calendar in revolutionary France and analyze reactions to it in the period 1789 to 1806.

BASIC CORE: 1 point each to a total of 6 points

1. Has acceptable thesis (thesis may not simply restate the question).

An acceptable thesis is based on the documents, appropriately addresses and explains the reasons for adopting a new calendar, and analyzes the reactions to it between 1789 and 1806. The thesis may appear at the end of the essay.

Examples

Unacceptable: The National Convention adopted a new calendar to replace the Gregorian calendar. There were many reasons for the adoption of a new calendar, and many reactions to it in the period 1789 to 1806.

Acceptable: The National Convention adopted a new calendar to get more workdays out of the peasants, and the clergy and peasants didn't like it.

2. Discusses a majority of the documents individually and specifically.

The student must use **at least six documents**, even if used incorrectly, by reference to anything in the box. Documents cannot be referenced together in order to get credit for this point (e.g., "Documents 1, 4, and 6 suggest ..."). Documents need not be cited by number or by name.

3. Demonstrates understanding of the basic meaning of a majority of the documents (may misinterpret no more than one).

A student may not significantly misinterpret more than one document. A major misinterpretation is one that leads to an inaccurate grouping and/or a false conclusion. (Saying that the Abbé de Sieyès represents the Church is not a major error since no outside information is required for the document-based question.)

4. Supports the thesis with appropriate interpretations of a majority of the documents. Students **must use six documents** to explain reasons for the change AND analyze the reactions to that change; even if the thesis deals with only one part of the question, the documents used must address both parts of the question.

Some general categories of reasons

Response to the people: 1 Opposition to ignorance and fanaticism: 2 Symbolize equality of the Republic: 2, 6 Anti-tradition: 3 Pro-reason: 4, 5 Anti-Church/clerical: 3, 10 Promotion of efficiency: 1, 5

Some general categories of reactions Supportive of new calendar

Government officials and writers in 1790s: 2, 9 Villagers: 6

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Question 1—Document-Based Question (continued)

Not supportive of new calendar

Church: 3, 4 Peasants: 7 Conservative Girondins: 8 Napoleonic officials, 1806: 11

Ineffective: 9, 10

Note: A student cannot earn this point if no credit was awarded for point 1 (appropriate thesis).

5. Analyzes bias or point of view in at least three documents.

The student must make a reasonable effort to explain <u>why</u> a particular source expresses the stated view by:

- Relating authorial point of view to the author's place in the political or social arena OR
- Evaluating the reliability of a source OR
- Grouping documents in a way that explicitly and correctly shows awareness of point of view OR
- Recognizing that different kinds of documents serve different purposes OR
- Analyzing the intent or "tone" of the documents; must be well developed

Note: Mere attribution of sources does not constitute analysis of bias or point of view.

6. Analyzes documents by grouping them in at least three appropriate groups. (A group must have two documents.)

A fallacious grouping (e.g., merchant views) receives no credit. A group must serve as a valid tool of analysis. In addition to those listed above, groupings and corresponding documents may include the following (list is not exhaustive):

- Government officials: 2, 4, 5, 8, 9, 10
- Lovers of morality: 2, 6, 11
- Citizen comments: 1, 6, 7
- Supporters of reason: 2, 5, 9
- Opposition documents: 3, 7, 8, 11
- Chronological changes in reaction: 1, 2, 3, 10, 11
- Favorable comments: 1, 2, 5, 6, 9
- Reasons for change: 1, 2, 3, 4, 5, 6, 10

EXPANDED CORE: 1–3 points to a total of 9 points

Expands beyond the basic score of 1–6 points. A student must earn 6 points in the basic core area before earning points in the expanded area. A student earns points to the degree to which he or she does <u>some</u> or <u>all</u> of the following:

- Has a clear, analytical, and comprehensive thesis
- Uses all or almost all documents
- Addresses all parts of the question thoroughly
- Uses the documents persuasively as evidence
- Shows understanding of nuances in the documents

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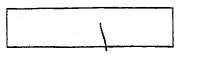
Question 1—Document-Based Question (continued)

- Analyzes point of view or bias in at least four documents cited in the essay
- Analyzes the documents in additional ways (e.g., develops additional groupings)
- Brings in relevant "outside" historical content, although **most of the essay should be based on the documents**

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AP[®] EUROPEAN HISTORY 2008 SCORING COMMENTARY (Form B)

Question 1

Sample: 1A Score: 7

This essay successfully performs all six core tasks and received 1 extra point for the effective analysis of point of view. A relevant thesis is formulated in the last sentence of the introductory paragraph. The essay then analyzes the documents by grouping them into three appropriate categories: calendar rationale, (Documents 1, 2, 9), republican views (Documents 4, 5, 6), and anti-calendar views (Documents 7, 10, 11). It examines the point of view in six of the documents.

Sample: 1B Score: 5

This essay's thesis is first suggested in the last sentence of the introduction and then reappears, fully developed, in the conclusion. The essay discusses a majority of documents individually and specifically (Documents 1, 2, 3, 4, 5, 7, 8, 10, 11). It shows understanding of the majority of documents and provides at least three reasonable groupings: debate over nine days of work followed by one day of rest (Documents 6, 7, 9), renaming of the months (Documents 3, 4, 11), and religious concerns (Documents 5, 8, 10). The essay fails to perform any valid point-of-view analysis.

Sample: 1C Score: 3

This essay has an acceptable thesis, discusses a majority of the documents individually and specifically, and shows understanding of a majority of them. However, it does not use a majority of the documents to support the thesis. It merely lists and describes the sources without attempting to link them to the thesis. It does not comment on point of view and does not analyze the documents by grouping.