

2000 AP® EUROPEAN HISTORY FREE-RESPONSE QUESTIONS

EUROPEAN HISTORY

SECTION II

Part B

(Suggested planning and writing time—70 minutes)

Percent of Section II score—55

Directions: You are to answer TWO questions, one from each group of three questions below. Make your selections carefully, choosing the questions that you are best prepared to answer thoroughly in the time permitted. You should spend 5 minutes organizing or outlining each essay. In writing your essays, use specific examples to support your answer. Write your answers to the questions on the lined pages of the pink essay booklet. If time permits when you finish writing, check your work. Be certain to number your answers as the questions are numbered below.

Group 1

Choose ONE question from this group. The suggested writing time for this question is 30 minutes.

You are advised to spend 5 minutes planning your answer in the area below.

2. Compare and contrast the political and economic policies of Joseph Stalin in the period before the Second World War and those of Mikhail Gorbachev (1985-1991).
3. “Leadership determines the fate of a country.” Evaluate this quotation in terms of Spain’s experience under Philip II.
4. Discuss three developments that enabled Great Britain to achieve a dominant economic position between 1700 and 1830 ?

SCRATCHWORK

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2. Misconstrues the question, or omits major tasks.
3. May contain major errors.

Indicators

- May exclude one of the four categories (political, economic, Stalin, Gorbachev).
- Contains mostly generalizations unsupported by factual evidence.
- May have glaring errors of fact and/or interpretation.
- Fails to address the question (e.g., lacking comparisons, lacking analysis, off-task chronologically, etc.)

Question 3

STRONGER ESSAYS

9

- Develops a clear thesis generally in a balanced fashion
- Links leadership motives/goals/style as ruler to consequences
- Uses appropriate examples to connect leadership motives/goals and consequences
- Clearly connects how leadership decisions affected Spain's fate/experience over time
- May have a major error and/or irrelevant information, but not enough to seriously undermine the essay

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- Develops a thesis with occasional imbalance or lack of clarity
- Links leadership motive(s)/goal(s)/style as ruler to consequences, some implicitly
- Uses appropriate examples that connect motive(s)/goal(s)/consequences, sometimes implicitly
- Awareness of how leadership decisions affected Spain's fate/experience over time
- May have a few major errors and/or irrelevant data, but not enough to seriously undermine the essay

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- Develops a thesis with occasional imbalance and lack of clarity
- Links leadership motive(s)/goal(s)/style as ruler to consequences, often implicitly
- Properly develops most examples to connect motive(s)/goal(s) and consequences, often implicitly
- Some awareness of how leadership decisions affected Spain's fate/experience over time
- Unevenness in the overall development of the essay due to major errors and/or irrelevant data

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6

- Develops a thesis that may have occasional imbalance or lack of clarity
- Links leadership motive(s)/goals(s)/style as ruler to consequences, with some unevenness
- Uneven but basically correct development of examples to connect motive(s)/goal(s) and consequence(s)
- Implicit awareness of how leadership decisions affected Spain's fate/experience over time
- One part of the essay may be fundamentally flawed due to major errors and/or irrelevant data

MIXED ESSAYS

5

- Develops a thesis that may be very general and largely implicit
- More proper than improper linkages between leadership motive(s)/goal(s)/style as ruler and consequences
- Several examples, most properly developed, to connect motive(s)/goal(s) and consequences
- Considers how leadership decisions affected Spain's fate/experience in a perfunctory fashion over time
- Some parts of the essay are fundamentally flawed due to major errors and/or irrelevant data

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- Offers a thesis that may be very general and largely implicit
- More improper than proper linkages between leadership motive(s)/goal(s)/style as ruler and consequence(s)
- Several examples, at least one properly developed, to connect motive(s)/goal(s) and consequence(s)
- Considers how leadership decisions affected Spain's fate/experience in a perfunctory fashion over time
- Much of the essay is fundamentally flawed due to major errors and/or irrelevant data

WEAKER ESSAYS

3

- Offers a vague thesis or simply a restatement of the question
- Very weak, often improper linkages between leadership motive(s)/goal(s)/style as ruler and consequence(s)
- Several weakly developed examples to connect motive(s)/goal(s) and consequence(s)