

**EUROPEAN HISTORY**

**SECTION I, Part B**

**Time—40 minutes**

**Directions:** Answer Question 1 and Question 2. Answer either Question 3 or Question 4.

Write your responses in the Section I, Part B: Short-Answer Response booklet. You must write your response to each question on the lined page designated for that response. Each response is expected to fit within the space provided.

In your responses, be sure to address all parts of the questions you answer. Use complete sentences; an outline or bulleted list alone is not acceptable. You may plan your answers in this exam booklet, but no credit will be given for notes written in this booklet.

“In the exhilarating period between the years 1600 and 1700, . . . empirical inquiry evolved from the freewheeling, speculative frenzy [of previous centuries] into something with powers of discovery on a wholly new level. . . . [This was] a regimented process that subjected theories to a pitiless interrogation by observable evidence, raising up some and tearing down others, occasionally changing course or traveling in reverse but making in the long term unmistakable progress.

[The new method] permitted nothing but matters of explanatory power, nothing but a theory’s ability to account for the observable, to determine the course of scientific argument. Theology, philosophy, even beauty [became] strictly off limits. Scientists, if they chose to dispute, were obliged to do so in the empirical manner.”

**Source:** Michael Strevens, *The Knowledge Machine*, 2020

1. Using the excerpt, respond to **parts a, b, and c**.

- a. Describe an argument made in the excerpt.
- b. Explain how one piece of historical evidence not in the excerpt would support an argument about science made in the excerpt.
- c. Explain one way in which the change discussed in the excerpt affected European society in the period 1600 to 1800.

*Germania*, nationalist painting attributed to German artist Philipp Veit, 1848



Artepics / Alamy Stock Photo

*The figure holds an olive branch (symbol of peace) and a sword. The tricolor flag represents Germany.*

2. Using the image, respond to **parts a, b, and c.**

- a. Describe a goal that the artist likely intended to support by creating the painting.
- b. Explain one way in which political conditions in the period 1800 to 1850 hindered a goal expressed in the painting.
- c. Explain one way in which political developments in the period after 1850 helped to achieve a goal expressed in the painting.

**Question 1: Short Answer Secondary Source****3 points****General Scoring Notes**

- Each point is earned independently.
- **Accuracy:** These scoring guidelines require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity:** Exam responses should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.
- **Describe:** Provide the relevant characteristics of a specified topic. Description requires more than simply mentioning an isolated term.
- **Explain:** Provide information about how or why a historical development or process occurs or how or why a relationship exists.

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**[a]** Describe an argument made in the excerpt. **1 point**

**Examples that earn this point include the following:**

- During the Scientific Revolution, scientific inquiry became more regimented and disciplined.
- Scientists began to use only empirical evidence to argue for their theories.
- Doing science became a process of eliminating bad ideas on the basis of evidence.
- Scientists narrowed their focus to observable evidence and how well such evidence explained natural phenomena.
- Religion declined as an explanation for natural phenomena.

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**[b]** Explain how one piece of historical evidence not in the excerpt would support an argument about science made in the excerpt. **1 point**

**Examples that earn this point include the following:**

- Galileo's observations with a telescope were used to discredit the geocentric model of the solar system and promote heliocentrism and/or Kepler's laws of planetary motion.
  - Harvey's observations of the actions of the heart were used to undermine the theory of humors and establish more accurate notions of anatomy.
  - Newton's mathematical models of force, acceleration, and gravity were used to explain the motion of physical objects and displacing earlier models of mechanics.
  - Boyle's work developed the field of chemistry, separating it from alchemy.
  - Bacon's scientific methodology required a hypothesis to be tested with rigorous experimentation and observation.
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| <b>[c]</b> | Explain one way in which the change discussed in the excerpt affected European society in the period 1600 to 1800. | <b>1 point</b> |
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**Examples that earn this point include the following:**

- The Enlightenment evolved as an intellectual outgrowth of the Scientific Revolution examining human society using scientific practices of natural observation and empiricism.
- The success of the empirical approach within the sciences encouraged intellectuals to try this approach, or at least adopt the language of empiricism, in their attempts to improve society and government.
- Scientific discoveries gradually began to lead to technological improvements in many areas, such as medicine.
- The prestige of science and scientific discoveries led monarchs and governments to support scientific inquiry by funding and patronage of scientific societies.
- Belief in the supernatural diminished as an explanation for natural forces.
- There were widespread critiques of traditional religious beliefs and the Catholic Church based on scientific inquiry and empiricism, as well as criticism of the Church's resistance to new scientific approach.

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**Total for question 1    3 points**