

# 2011 AP<sup>®</sup> EUROPEAN HISTORY FREE-RESPONSE QUESTIONS

## EUROPEAN HISTORY SECTION II

### Part B

(Suggested planning and writing time—35 minutes)

Percent of Section II score—27 1/2

**Directions:** You are to answer ONE question from the three questions below. Make your selection carefully, choosing the question that you are best prepared to answer thoroughly in the time permitted. You should spend 5 minutes organizing or outlining your answer. Write your answer to the question on the lined pages of the Section II free-response booklet, making sure to indicate the question you are answering by writing the appropriate question number at the top of each page.

Write an essay that:

- Has a relevant thesis.
- Addresses all parts of the question.
- Supports thesis with specific evidence.
- Is well organized.

2. Analyze the factors that contributed to the increasing centralization of Spain and the factors that contributed to the continuing fragmentation of Italy in the period 1450–1550.
3. Compare and contrast Enlightenment and Romantic views of nature, with reference to specific individuals and their works.
4. Analyze how the political and economic problems of the English and French monarchies led to the English Civil War and the French Revolution.

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## Question 3

**Compare and contrast Enlightenment and Romantic views of nature, with reference to specific individuals and their works.**

### 9–8 points

- Thesis is explicit and responsive to the question, addressing all tasks of the question.
- Organization is clear, consistently followed, and effective in support of the argument.
- Essay addresses all tasks suggested by the question (comparison of Enlightenment and Romantic views of nature, contrast of Enlightenment and Romantic views of nature).
- Major assertions are supported by development of at least one Enlightenment figure and/or works **and** at least one Romantic figure and/or works.
- Essay may contain errors that do not detract from argument.

### 7–6 points

- Thesis is explicit and responsive to the question.
- Organization is clear and effective in support of the argument.
- Essay addresses all tasks suggested by the question (comparison of Enlightenment and Romantic views of nature, contrast of Enlightenment and Romantic views of nature).
- Major assertions are supported by discussion of one Enlightenment figure and/or works **and** one Romantic figure and/or works.
- Essay may contain an error that detracts from argument.

### 5–4 points

- Thesis is explicit but not fully responsive to the question; may contrast views of nature without providing a relevant comparison.
- Organization is clear in support of the argument but may wander off task.
- Essay fails to address all basic tasks of the question; analysis may be simplistic.
- Most of the major assertions are supported by relevant evidence; may provide contrast in views about nature without providing a relevant comparison; may provide general treatment of either the Enlightenment's or Romanticism's views on nature; or may conflate views on nature of the Scientific Revolution and the Enlightenment without discussion of the latter.
- Essay may contain a few errors that detract from argument.

### 3–2 points

- Thesis may be explicit but fails to address the tasks of the question.
- Organization may be ineffective in addressing the tasks of the question.
- Essay neglects most major topics suggested by the prompt.
- Few or no assertions are supported by relevant evidence; may offer a superficial or generic discussion of individuals and/or works associated with the Enlightenment and Romanticism.
- Essay may contain several errors that detract from argument.

### 1–0 points

- Thesis may be erroneous or absent.
- Organization is ineffective in addressing the tasks of the question.
- Essay may not demonstrate understanding of either period beyond certain generic terms or phrases.
- Little or no supporting evidence is provided.
- Essay may contain numerous errors that detract from argument.

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### Question 3 (continued)

#### Historical Background

##### Scientific Revolution

- Credited with providing a new understanding of the natural world; textbooks explicitly connect the Scientific Revolution to the Enlightenment. Some texts place material for the two periods within the same chapter.
- Textbooks provide detailed description and analysis of the medieval worldview and its eventual modification and rejection, beginning with Copernicus and continuing through Brahe, Kepler, Galileo and Newton. The developments in astronomy were paralleled with acceptance of a new methodology for the investigation of the natural world (scientific method). One textbook explicitly asserts that Bacon's objective in promoting the new methodology was the conquest of nature for the benefit of humanity.
- The thinkers of the eighteenth century (philosophes) are credited with the application of reason to the study of human society. Some authors point out that Enlightenment thinkers accepted the mechanistic model of the universe formulated by natural philosophers like Bacon, Descartes and Newton.
- Textbooks place John Locke in a number of contexts. His *Essay on Human Understanding* (1690) suggested that people are molded by experience; they are "blank slates" (tabula rasa) whose natures are shaped by the physical environment.
- Some textbooks identify Newton and Locke as important influences on Enlightenment thinking. Newton is credited with providing an explanation for the universe without divine intervention; discussion of Locke ranges from political and religious ideas to explanations of human character.
- The ideas of Newton and other natural philosophers found a wider audience among the educated elite through the royal societies established with state support, salons, popularization texts and coffeehouses.

##### The Enlightenment

- Central ideas:
  - Natural laws — universal principles governed nature and human society.
  - Mechanical, mathematical model of the natural world:
    - Voltaire is given credit by some authors for championing Newton's ideas on the continent.
    - Many textbooks mention Emilie de Chatelet as a popularizer of Newton's works.
    - *The Encyclopedia* (1751–1772) — compilation of scientific knowledge; focus was on practical application of human knowledge.
  - Deism — God was regarded as the creator of the universe who set the cosmos in motion and then did not interfere.
  - Range of views regarding human nature:
    - Rousseau — *The Social Contract* (1762) — taught that man was born good but corrupted by society. Rural life was superior to urban life. Rousseau claimed that many of his most important ideas came while walking in the country.
    - Voltaire, Hume, Condorcet, Beccaria and d'Holbach are also mentioned in the context of Enlightenment views on human nature.

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### Question 3 (continued)

#### Historical Background (continued)

##### Romanticism

- Rousseau is sometimes identified as a precursor or an inspiration to Romantic thinkers and artists.
- Texts usually define Romanticism as a reaction to the Enlightenment or classicism; no consensus exists on the extent of the reaction.
- Central ideas:
  - Primacy of feeling over reason.
  - Fascination with nature — described as “awesome and tempestuous,” a source of spiritual inspiration, mysterious, “unruly,” inspiring feelings of awe and dread.
  - Pantheism — some Romantics associated nature with the divine.
- Artists:
  - William Wordsworth is the most commonly used example of a poet whose work was inspired by his reverence for the natural world. Mary Shelley’s *Frankenstein* is described in one textbook as a warning against the consequences of challenging the natural world. The brothers Grimm collected folk tales of the German peasantry. William Blake and John Keats also appear as poets deeply affected by the power or the mystery of nature.
  - Textbooks provide examples of paintings by Friedrich, Turner and Constable to illustrate Romantic attitudes toward the natural world.