

## **2019 AP® EUROPEAN HISTORY FREE-RESPONSE QUESTIONS**

### **EUROPEAN HISTORY**

### **SECTION II**

**Total Time—1 hour and 40 minutes**

#### **Question 1 (Document-Based Question)**

**Suggested reading and writing time: 1 hour**

**It is suggested that you spend 15 minutes reading the documents and 45 minutes writing your response.**

**Note: You may begin writing your response before the reading period is over.**

**Directions:** Question 1 is based on the accompanying documents. The documents have been edited for the purpose of this exercise.

In your response you should do the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using at least six documents.
- Use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
- For at least three documents, explain how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

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- Evaluate whether or not the Catholic Church in the 1600s was opposed to new ideas in science.

### Document 1

Source: Paolo Antonio Foscarini, Catholic monk and scientist, excerpt from *An Epistle Concerning the Pythagorean and Copernican Opinion of the Mobility of the Earth and Stability of the Sun*, 1615

Because the common system of the world devised by Ptolemy has hitherto satisfied none of the learned, hereupon a suspicion is risen up amongst all, even Ptolemy's followers themselves, that there must be some other system which is more true than this of Ptolemy. . . . The telescope (an optick invention) has been found out, by help of which many remarkable things in the heavens . . . were discovered. . . . By this same instrument it appears very probable that Venus and Mercury do not move properly about the Earth, but rather about the sun; and that the Moon alone moveth about the Earth . . .

Now there is no better or more convenient hypothesis than that of Copernicus. Because of this, many modern authors are induced to approve of, and follow it: but with much hesitancy and fear, because it seems to contradict the Holy Scriptures, and it cannot possibly be reconciled to them. Which is the reason why this hypothesis has been long suppressed and is now entertained by men in a modest manner, and as it were with a veiled face.

### Document 2

Source: Catholic Cardinal Bellarmine, letter of response to Paolo Antonio Foscarini, 1615

I have read with interest your letter; I thank you for this and confess that it is full of intelligence and erudition. You ask for my opinion, and so I shall give it to you, but very briefly, since now you have little time for reading and I for writing.

First, . . . to want to affirm that in reality the sun is at the center of the world and only turns on itself without moving from east to west, and the earth . . . revolves with great speed around the sun . . . is a very dangerous thing, likely not only to irritate all scholastic philosophers and theologians, but also to harm the Holy Faith by rendering Holy Scripture false.

Second, I say that, as you know, the Council [of Trent] prohibits interpreting Scripture against the common consensus of the Holy Fathers. . . .

Third, I say that if it were clearly demonstrated that the sun is at the center of the universe and the earth in the third orbit, and that the sun does not circle the earth but the earth circles the sun, then one would have to proceed with great care in explaining the Scriptures that appear contrary, and say rather that we do not understand those passages of Scripture, rather than say that what is demonstrated is false. But I will not believe that there is such a demonstration, until it is shown to me.

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### Document 3

Source: Christoph Grienberger, German Jesuit mathematics professor in Rome, 1615

A new description of the universe seems to be necessary because the old one has been changed a great deal in our day and many embellishments have been added to it. But the question has been raised as to whether it is proper for us Jesuits to do this. It seems to me that the time has now come for a greater degree of freedom of thought to be given to both mathematicians and philosophers on this matter [the constitution of the heavens], for the imperfection of the heavens is not absolutely contrary to theology or to philosophy and even much less to mathematics. . . . It seems that our colleague Biancani has not exercised his talents sufficiently in writing the *Cosmographia* [which rejected heliocentrism and the existence of mountains on the moon]. But I am quite willing to excuse him about this. For up to now his hands have been tied, as have ours. Thus he has dealt with most topics in a way which is not adequate when he was not allowed to think freely about what is required.

### Document 4

Source: Galileo Galilei, Italian mathematician, astronomer, and physicist, letter to the Grand Duchess Christina of Tuscany, 1615

The reason produced for condemning the opinion that the earth moves and the sun stands still is that in many places in the Bible one may read that the sun moves and the earth stands still. Since the Bible cannot err, it follows as necessary the consequence that anyone takes an erroneous and heretical position who maintains that the sun is inherently motionless and the earth movable.

With regard to this argument, I think in the first place that it is very pious to say and prudent to affirm that the holy Bible can never speak untruth—whenever its true meaning is understood. But I believe nobody will deny that it is often very abstruse, and may say things which are quite different from what its bare words signify. Hence in expounding the Bible if one were always to confine oneself to the unadorned grammatical meaning, one might fall into error. . . .

I do not feel obliged to believe that the same God who has endowed us with senses, reason, and intellect has intended to forgo their use by some other means to give us knowledge which we can attain by them. He would not require us to deny sense and reason in physical matters which are set before our eyes and minds by direct experience or necessary demonstrations.

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### Document 5

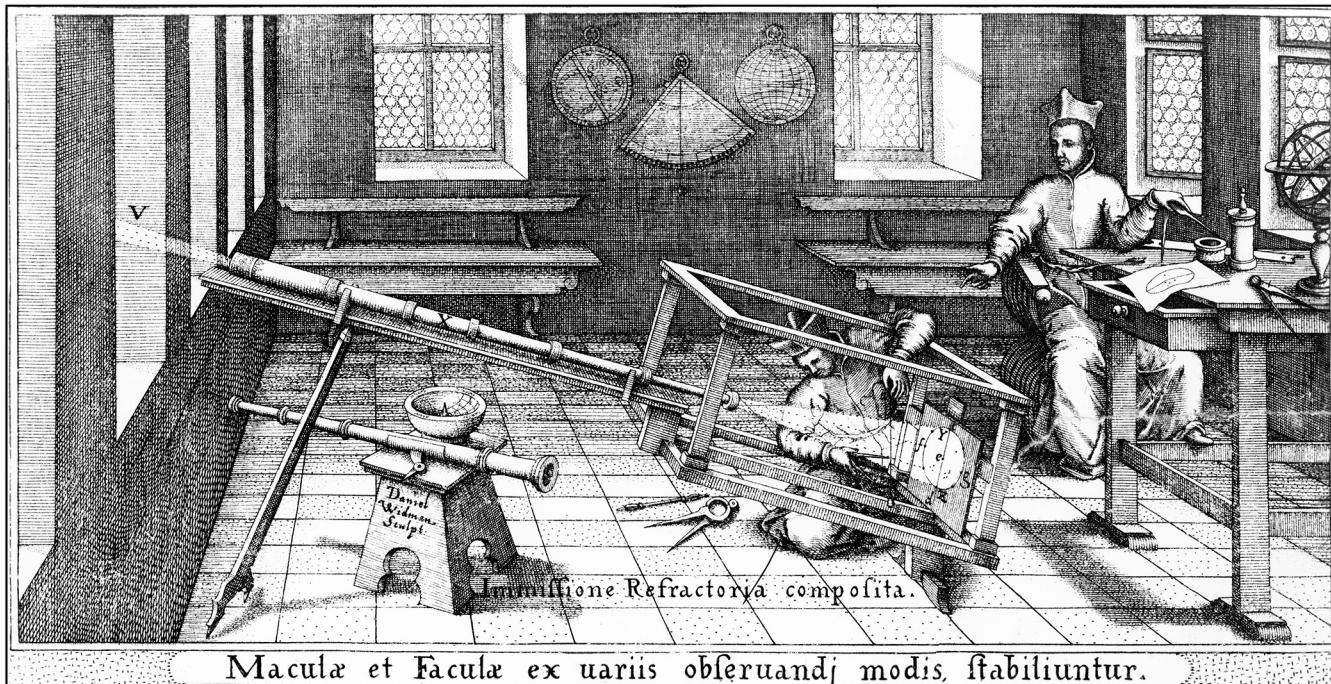
Source: Maria Celeste Galilei, Catholic nun, letter to her father, Galileo, 1623

The happiness I derived from the gift of letters you sent me, Sire, written to you by that most distinguished Cardinal, now elevated to the exalted position of Pope, was indescribable, for his letters so clearly express the affection this great man has for you, and also show how highly he values your abilities. I have read and reread them, savoring them in private, and I return them to you, as you insist, without having shown them to anyone else except Suor Arcangela,\* who has joined me in drawing the utmost joy from seeing how much our father is favored by persons of such caliber.

\*a fellow Catholic nun known for her radical political and philosophical beliefs

### Document 6

Source: Illustration from a text on sunspots by Christoph Scheiner, German Jesuit astronomer, 1630



Private Collection/Bridgeman Images

## **2019 AP® EUROPEAN HISTORY FREE-RESPONSE QUESTIONS**

### **Document 7**

Source: Critique of French thinker René Descartes by the Jesuits of Clermont College, Paris, 1665

Descartes' thoughts on scientific reasoning are distasteful to mathematics, philosophy, and theology. They are distasteful to philosophy, because they overthrow all philosophical principles and ideas which common sense has accepted for centuries. They are distasteful to mathematics, because mathematics cannot be used to explain natural things without great disturbance of the traditional order. They are distasteful to theology, because Descartes' reasoning attributes too much to the chance combination of atoms, which favors the atheist. And finally, following Descartes' reasoning, there can be no conversion of bread and wine in the Eucharist into the blood and body of Christ, which favors heretics.

**END OF DOCUMENTS FOR QUESTION 1**

## **2019 AP® EUROPEAN HISTORY FREE-RESPONSE QUESTIONS**

**Question 2, 3, or 4 (Long Essay)**

**Suggested writing time: 40 minutes**

**Directions:** Answer Question 2 or Question 3 or Question 4.

In your response you should do the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
  - Describe a broader historical context relevant to the prompt.
  - Support an argument in response to the prompt using specific and relevant examples of evidence.
  - Use historical reasoning (e.g., comparison, causation, continuity or change over time) to frame or structure an argument that addresses the prompt.
  - Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.
2. Evaluate the most significant effect of state centralization by European monarchs during the period 1450–1648.
3. Evaluate the most significant effect of population growth in Europe within the period 1700–1800.
4. Evaluate the most significant effect of the Great Depression in Europe during the period 1929–1950.

WHEN YOU FINISH WRITING, CHECK YOUR WORK ON SECTION II IF TIME PERMITS.

**STOP**

**END OF EXAM**

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**Question 1 — Document-Based Question**

Maximum Possible Points: 7

“Evaluate whether or not the Catholic Church in the 1600s was opposed to new ideas in science.”

Points	Rubric	Notes
A: Thesis/Claim (0-1)	<p>Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning. (1 point)</p> <p><i>To earn this point, the thesis must make a claim that responds to the prompt rather than restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.</i></p>	<p>The thesis must take a position on whether the Catholic Church in the 1600s was opposed to new ideas in science, with some indication of the reason for taking that position.</p> <ul style="list-style-type: none"><li>“The Catholic Church was opposed to new ideas as it put the Bible under heavy criticizing, caused people and clergy to question teachings, and provided evidence that the sun was the center of the universe and not the Earth.”</li><li>“The Catholic Church in the 1600s was not opposed to new ideas in science due to the willingness of the Catholic Church to listen and learn while also having the desire to conduct science themselves.”</li><li>“The Catholic Church opposed new scientific ideas because they threatened the Church’s interpretation of scripture.”</li></ul>
B: Contextualization (0-1)	<p>Describes a broader historical context relevant to the prompt. (1 point)</p> <p><i>To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or reference.</i></p>	<p>To earn the point, the essay must accurately describe a broader context relevant to the Catholic Church in the early modern period and/or new ideas in science.</p> <p><i>Examples might discuss the following topics, with appropriate elaboration:</i></p> <ul style="list-style-type: none"><li>• The Protestant Reformation</li><li>• The Catholic Reformation</li><li>• Scientific Revolution</li><li>• Geocentrism</li><li>• The development and spread of the Gutenberg printing press</li></ul>

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**Question 1 — Document-Based Question (continued)**

C: Evidence (0-3)	<p><b>Evidence from the Documents:</b></p> <p>Uses the content of at least <b>three</b> documents to address the <b>topic</b> of the prompt. (1 point)</p> <p><b>OR</b></p> <p>Supports an <b>argument</b> in response to the prompt using at least <b>six</b> documents. (2 points)</p>	<p><i>To earn 1 point, the response must accurately describe — rather than simply quote — the content from at least three of the documents to address the topic of the Catholic Church’s stance on new scientific ideas.</i></p> <p><i>To earn 2 points, the response must accurately describe — rather than simply quote — the content from at least six documents. In addition, the response must use the content from the documents to support an argument in response to the prompt.</i></p> <p>Evidence from the documents may include such examples as:</p> <ul style="list-style-type: none"><li>• Cardinal Bellarmine upholding the geocentric view of the world</li><li>• Galileo’s claims that geocentrism is a result of not understanding the Bible</li><li>• Jesuit astronomers, such as Schreiner, observing sunspots</li></ul>
	<p><b>Evidence beyond the Documents:</b></p> <p>Uses at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt. (1 point)</p> <p><i>To earn this point, the evidence must be described, and it must be more than a phrase or reference. This additional piece of evidence must be different from the evidence used to earn the point for contextualization.</i></p>	<p>Typically, statements credited as evidence from outside the documents will be more specific details relevant to an argument, analogous to the function of evidence drawn from the documents.</p> <p>Typically, statements credited as contextualization will be more general statements that place an argument, or a significant portion of it, in a broader context.</p>

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**Question 1 — Document-Based Question (continued)**

<p><b>D: Analysis and Reasoning (0-2)</b></p>	<p><b>Sourcing:</b> For at least <b>three</b> documents, explains how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument. (1 point)</p> <p>See document summaries for examples of possible sourcing.</p>	<p><i>To earn this point, the response must explain how or why — rather than simply identifying — the document's point of view, purpose, historical situation, or audience is relevant to an argument that addresses the prompt for each of the three documents sourced.</i></p>
	<p><b>Complexity:</b> Demonstrates a complex understanding of the historical development that is the focus of prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question. (1 point)</p> <p><i>This understanding must be part of an argument, not merely a phrase or reference.</i></p>	<p><i>Complexity should emerge from the essay's argumentation and use of evidence, and while it does not have to be present throughout the essay, the complexity point should consist of substantial elaboration.</i></p> <p>Examples of demonstrating a complex understanding for this question might include:</p> <ul style="list-style-type: none"><li>• Explaining nuance of motivation by analyzing how different elements of the Church had different goals and motivations in dealing with the implications of the Scientific Revolution</li><li>• Explaining how the Church both opposed and supported scientific investigation as Church authorities attempted to maintain control over religion, knowledge, and education</li><li>• Explaining relevant and insightful connections within and across periods, such as comparing the actions of the Church during the Scientific Revolution of the 1600s with the actions of the Church during the Protestant Reformation of the 1500s, or explaining shifts within the Catholic clergy's willingness to consider scientific ideas over the period identified by the prompt</li><li>• Confirming the validity of an argument by corroborating multiple perspectives across the documents and using outside evidence</li><li>• Qualifying or modifying an argument by considering diverse or alternative views or evidence, such as pointing out the political interests that influenced the Church's stance on the Scientific Revolution</li></ul>

If response is completely blank, enter -- for all four score categories A, B, C, and D.

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**Question 1 — Document-Based Question (continued)**

**Document Summaries and Possible Sourcing**

<b>Document</b>	<b>Summary of Content</b>	<b>Explains the relevance of point of view, purpose, situation, and/or audience by elaborating on examples such as:</b>
1. Paolo Foscarini	<ul style="list-style-type: none"> <li>Advocates for Copernicus's model of planetary movements in a heliocentric system</li> </ul>	<ul style="list-style-type: none"> <li>Notes that many are questioning the Ptolemaic model based on new observations (situation)</li> <li>Discusses the fear many scholars have of contradicting the Bible in endorsing the Copernican model (POV/audience)</li> </ul>
2. Cardinal Bellarmine	<ul style="list-style-type: none"> <li>Replies to Foscarini and affirms the Catholic belief in the geocentric model in order to uphold the authority of the Church</li> </ul>	<ul style="list-style-type: none"> <li>Cites the Council of Trent in order to remind Foscarini of the danger of contradicting scripture (purpose/audience)</li> <li>Is acting as an agent of the Catholic Reformation by citing the Council of Trent (situation)</li> </ul>
3. Christoph Greinberger	<ul style="list-style-type: none"> <li>Advocates for Jesuits to be allowed to think more freely about descriptions of the universe</li> </ul>	<ul style="list-style-type: none"> <li>Is countering the idea that scientific observations are against scripture (purpose/audience)</li> <li>As a German Jesuit mathematician, he wants more freedom to investigate new ideas (POV)</li> </ul>
4. Galileo Galilei	<ul style="list-style-type: none"> <li>Claims that contradictions between the Bible and heliocentrism are attributable to the “abstruse” language of the Bible</li> </ul>	<ul style="list-style-type: none"> <li>Is acting in his own self-interest as an astronomer who believes in the heliocentric model and is persecuted as a result (POV)</li> <li>Galileo seeks the support of political authorities as sponsors of science and to counterbalance the Church (audience/purpose)</li> </ul>
5. Maria Celeste Galilei	<ul style="list-style-type: none"> <li>Claims that the Pope supports Galileo based on letters sent to Galileo</li> </ul>	<ul style="list-style-type: none"> <li>To reassure his daughter, Galileo may have been exaggerating his support from the Pope (purpose)</li> <li>As a radical nun, Suor Arcangela is more likely to tolerate dissenting views such as those of Maria and Galileo (situation)</li> </ul>
6. Sunspots image	<ul style="list-style-type: none"> <li>Shows Christoph Scheiner, a German Jesuit astronomer, observing sunspots</li> </ul>	<ul style="list-style-type: none"> <li>Shows Jesuit astronomical research to a broader educated public (audience)</li> <li>Places the Jesuit researchers in the best possible light as scholars and men of faith (POV)</li> </ul>
7. Critique of Descartes	<ul style="list-style-type: none"> <li>French Jesuit school rejects Descartes's ideas as heretical</li> </ul>	<ul style="list-style-type: none"> <li>Standing for traditional order against Descartes's more direct challenge to scriptural authority (purpose)</li> <li>Sees Descartes's model as undermining Church authority (POV)</li> </ul>

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## Question 1 — Document-Based Question (continued)

Introductory notes:

- Except where otherwise noted, each point of these rubrics is earned independently, e.g., a student could earn a point for evidence without earning a point for thesis/claim.
- **Accuracy:** The components of this rubric require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, the essay may contain errors that do not detract from the overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity:** Exam essays 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.

**Note: Student samples (when available) are quoted verbatim and may contain grammatical errors.**

### A. Thesis/Claim (0-1 point)

The thesis must take a position on whether the Catholic Church was opposed to new ideas in science, with some indication of the reason for taking that position.

Responses earn 1 point by responding to the prompt with a historically defensible thesis that establishes a line of reasoning about the topic. To earn this point, the thesis must make a claim that responds to the prompt rather than simply restating or rephrasing the prompt. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.

The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion, which is not necessarily limited to the first or last paragraph.

#### Examples of acceptable theses:

- “Thus, the Catholic Church in the 1600s was split between those who believed in science and wanted to reconcile it with Catholic tradition and those who oppose it because it undermined Catholic doctrine.” (*The response addresses the prompt with an evaluative claim that establishes a line of reasoning.*)
- “Although there were individual members of the clergy who were willing to accept new ideas in science, the Church as an institution was generally opposed to these ideas because they contrasted traditional interpretation of scripture, traditional scientific thought, and common ideas in philosophy.” (*The response addresses the prompt with a robust evaluative claim that establishes a line of reasoning.*)
- “However, in the 1600s, the Catholic Church strongly opposed new developments in Science as they considered these developments to be against the Bible.” (*The response addresses the prompt with a claim that establishes a minimally acceptable line of reasoning.*)

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## Question 1 — Document-Based Question (continued)

### Example of unacceptable theses:

- “Although it is a commonly-held belief today that the Catholic Church is anti-science and doesn’t accept new ideas in history, this is a miscategorization of the Church’s beliefs at times.” (*The response acknowledges the terms of the question, but the line of reasoning is nonspecific and essentially repeats the terms of the prompt. If this statement was immediately followed or preceded by another sentence suggesting a valid reason for taking this position, then the two sentences taken together could receive credit.*)
- “People during the 16<sup>th</sup>-17<sup>th</sup> centuries began to realize that there was another view of the universe that made more sense to our world but went against the Catholic Church. This reveals that the Catholic Church opposed new ideas in science during the 1600s.” (*The response merely indicates the position that will be argued without giving any indication as to the line of reasoning. If this statement was immediately followed or preceded by another sentence suggesting a valid reason for taking this position, then the two sentences taken together could receive credit.*)
- “The Catholic Church in the 1600’s were opposed and not opposed to the new ideas being introduced in the 1600’s.” (*The response addresses the prompt by merely rephrasing it.*)

### B. Contextualization (0-1 point)

Responses earn 1 point for contextualization by describing a broader historical context relevant to the prompt. To earn this point, the response must accurately and explicitly connect the context of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or reference.

To earn the point, the essay must accurately describe a broader context relevant to the Catholic Church in the early modern period and/or new ideas in science.

### Examples of acceptable contextualization:

- “The 1600’s in Europe was a time of intellectual change. The rediscovery of classical texts during the Renaissance also reintroduced Greco-Roman scientific thought from the likes of Aristotle and Ptolemy along with reasoning and logic. However, with more advanced technological innovations, such as the telescope and microscope, closer observation of the natural world has lead leading scientists such as Tycho Brahe, Copernicus, and Galileo to question the traditional Ptolemaic beliefs, the scientific viewpoint of the Catholic Church.” (*The response relates scientific development over time to challenge the position of the Catholic Church.*)
- “The Scientific Revolution began in the Seventeenth century. It consisted of using reasoning and observation to know the truth (René Descartes and Francis Bacon). As a result, scientists such as Nicholas Copernicus observed to find new truths. Scientists believed that the truth can never be given and can only be learnt by doubting and use of logic. Copernicus developed the heliocentric theory. This theory stated that the sun, not the earth, was the center of the Solar System. This contradicted from the geocentric view of the earth being the center while the sun, moon and planets orbited it. The geocentric view was accepted for centuries and was taught by the Catholic Church.” (*The response recognizes the development of new scientific evidence and relates it to the traditional beliefs of the Catholic Church.*)

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## Question 1 — Document-Based Question (continued)

### Examples of unacceptable contextualization:

- “Prior to common knowledge, it was believed that the universe revolved around the Earth as stated in the Holy Scriptures. The Catholic Church promoted this idea for many years, however it is known that those who opposed the Church are punished.” (*The response attempts to lay the foundation for the Church’s geocentric stance but does so vaguely without providing sufficient information.*)
- “The Enlightenment was happening during this time period, through it emerged many new ideas in both philosophy and science. A more rational and secular way of thinking was becoming popular. Many Enlightenment ideas contradicted those of the Church. However, members of the Catholic Church had a hard time denying clear evidence and over time began to view it as a possibility.” (*The response relating the Enlightenment to the Scientific Revolution is incorrect.*)

Students may choose to discuss such potentially relevant examples of context as:

- The Catholic Reformation and the Council of Trent
- The educational mission of the Jesuit order
- The spread of the printing press and scientific ideas
- The wars of religion and diminishing Catholic political authority

### C. Evidence (0-3 points)

#### a) Document Content — Addressing the Topic (1 point)

In order to achieve the first point, the response must use the content of at least **three** documents to address the **topic** of the prompt (1 point). To earn 1 point for evidence from the documents, the response must accurately describe — rather than simply quote — the content from at least three of the documents to address the topic of the Catholic Church’s reaction to the Scientific Revolution.

#### Example of describing the content of a document:

- (Document 2): “In document 2, a letter from Cardinal Bellarmine to Paolo Antonio Foscarini, Cardinal Bellarmine says that Copernicus’s theory is dangerous, and that interpreting the Bible in your own way is against the Catholic religion.” (*The response provides an accurate summary of the document.*)

#### b) Document Content — Supporting an Argument (1 point)

In order to achieve the second point for evidence from the documents, the response needs to support an **argument** in response to the prompt by accurately using the content of at least **six** documents (2 points). The six documents do not have to be used in support of a single argument, but they can be used across subarguments or to address counterarguments.

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## Question 1 — Document-Based Question (continued)

### Examples of supporting an argument using the content of a document:

- (Document 1): “The criticism of the Catholic Church for new scientific ideas is apparent, but there was some acceptance present within the community. The account of a Catholic monk in document 1 expresses the uncertainty in the community of which side to believe. The Catholic monk recognizes that Copernicus’ theory is valid but after which he mentions how it has been suppressed by the Church because of its disalignment with the Church’s values.” (*The response connects the content of the document to an argument about the debate on heliocentric ideas within the Catholic Church.*)
- (Document 6): “A Jesuit astronomer is shown using new scientific technologies like the telescope to investigate sunspots. Sunspots proved an imperfection in the Heavenly Bodies which were said by the Church to be perfect. His investigation and published book go against the belief of the Church.” (*The response successfully uses evidence from the documents to support a line of argument.*)

### c) Evidence beyond the Documents (1 point)

The response must use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument that addresses the topic of the Catholic Church’s reaction to the Scientific Revolution (1 point). To earn this point, the evidence must be described, and it must be more than a phrase or reference. This additional piece of evidence must be different from the evidence used to earn the point for contextualization.

Typically, statements credited as **contextualization** will be more general statements that place an argument or a significant portion of it in a broader context. Statements credited as **evidence from outside the documents** will typically be more specific details relevant to an argument, analogous to the function of evidence drawn from the documents.

### Example of providing an example or additional piece of specific evidence beyond the documents relevant to an argument that addresses the prompt:

- “Furthermore, Galileo was imprisoned by the Catholic Church for his ‘heretic’ ideas, which implies that the Church feared that his new ideas regarding science would eventually lead to the deterioration of power held by the Catholic Church.” (*The response provides accurate outside information relevant to an argument that addresses the prompt.*)

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## Question 1 — Document-Based Question (continued)

### D. Analysis and Reasoning (0-2 points)

#### Document Sourcing (1 point)

For at least **three** documents, the response explains how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument that addresses the prompt (1 point). To earn this point, the response must explain how or why — rather than simply identifying — the document's point of view, purpose, historical situation, or audience is relevant to an argument addressing the prompt for each of the three documents sourced.

#### Example of acceptable explanation of the significance of the author's point of view:

- (Document 2): "His point of view is also essential in understanding the Church's position on new scientific thought as Bellarmine was a high ranking Cardinal and thus was a reflection of the ideas held by the Church hierarchy." (*The response provides sourcing regarding the point of view of the author relevant to his position within the Catholic Church.*)

#### Example of acceptable explanation of the significance of the author's purpose:

- (Document 1): "The Catholic monk and scientist believed that Copernicus' theory was right in a book he wrote. As a Catholic himself he was aware this theory contradicts the Church doctrine. However, he was still hoping for other people to learn about the new theory and this is his purpose of writing this book. His audience was other intellectuals like him, he tried to express concerns he had regarding the church and wanted to get some feedback from his peers." (*The response successfully connects the document's purpose to an argument relevant to the topic of the prompt.*)

#### Example of acceptable explanation of the relevance of the historical situation of a document:

- (Document 5): "Galileo asked his daughter to keep the letters from the Pope private. It speaks volumes that the Pope of the Catholic Church had to be secretive about his support for a scientist." (*The response successfully connects the document's historical situation to an argument relevant to the topic of the prompt.*)

#### Example of acceptable explanation of the significance of the audience:

- (Document 7): "This critique from a Jesuit College is aimed at those who may want to follow Descartes thoughts and believe it; moreover, by claiming those who may want to follow Descartes reasoning are heretics, it further shows their intent to keep people from going away from traditional Catholic thinking like Protestants did." (*The response successfully connects the document's audience to an argument relevant to the topic of the prompt.*)

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## **Question 1 — Document-Based Question (continued)**

### **Demonstrating Complex Understanding (1 point)**

The response demonstrates a complex understanding of the historical motivations and factors that influenced the Catholic Church's reaction to the Scientific Revolution, using evidence to corroborate, qualify, or modify an argument that addresses the question. This understanding must be part of an argument, not merely a phrase or reference.

Demonstrating a complex understanding might include:

- Explaining nuance of motivation by analyzing how different elements of the Church had different goals and motivations in dealing with the implications of the Scientific Revolution
- Explaining how the Church both opposed and supported scientific investigation as an attempt of Church authorities to maintain control over religion, knowledge, and education
- Explaining relevant and insightful connections within and across periods, such as comparing the response of the Catholic Church to the Scientific Revolution to the Church's response in dealing with Luther and the Protestant Reformation
- Confirming the validity of an argument by corroborating multiple perspectives across the documents and outside evidence
- Qualifying or modifying an argument by considering diverse or alternative views or evidence, such as pointing out the considerations behind the Church's reluctance to embrace all aspects of the Scientific Revolution.

### **Examples of demonstrating complex understanding:**

- The response demonstrates nuance by weaving the documents together to show that while some elements of the Church hierarchy maintained traditional views, others, such as the Jesuit scholars, were more willing to question tradition and engage with the new discoveries of the Scientific Revolution.
- The response uses multiple causes of the Reformation and wars of religion to show that the Church was concerned about losing its authority and was considering the benefits and drawbacks of new scientific ideas such as heliocentrism. These ideas could be seen as undermining Scripture, but also risked undermining the Church if empirically verifiable observations and discoveries were rejected.
- Using documents and outside evidence, the response corroborates its claim that the Church hardened its stance over time, using the example of Galileo's heresy trial as evidence, as well as the Inquisition and the rejection of Descartes's and Newton's models of the universe.
- The response connects the Church's actions in the 1500s in response to the Protestant Reformation and the wars of religion with the Church's actions in response to the new science.