

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.

Use the passage below to answer all parts of the question that follows.

“The revolutionary period of England may be said to have lasted nearly 50 years, if we reckon from the beginning of the civil wars under Charles I to the accession of William III in 1688. The efforts of these 50 years had no other real and permanent object than the establishment of the current constitution, which is the finest monument of justice and moral greatness existing in Europe. The same movement in the minds of men that brought about the revolution in England was the cause of that of France in 1789. Both belong to a new era in the progress of social order—the establishment of representative government—a point toward which humanity is directing itself.”

Anne Louise Germain de Staël, author and historian, *Considerations on the Principal Events of the French Revolution*, published in 1818

1. a) Describe one argument the author makes regarding the revolutions discussed in the passage.
- b) Identify one piece of evidence not found in the source that would support the author’s claim regarding representative government.
- c) Explain one limitation of de Staël’s view of the French Revolution.

GO ON TO THE NEXT PAGE.

Use the image below to answer all parts of the question that follows.

Henri Testelin, French artist, *Colbert Presenting the Members of the Royal Academy of Science to Louis XIV*, 1667



Château de Versailles, France/Bridgeman Images

2. a) Describe one way in which the image depicts a significant feature of the Scientific Revolution.
- b) Describe King Louis XIV's likely purpose in commissioning the painting.
- c) Explain one way in which developments shown in the image changed or continued during the Enlightenment.

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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.

- (A) Describe one argument the author makes regarding the revolutions discussed in the passage. **1 point**

Examples that earn this point include the following:

- English revolutions of the 17th century were aimed at creating England's current system of government.
- The English constitution is the most just and moral of all existing governments.
- French revolutionaries in 1789 were also trying to create a new constitution.
- The Glorious Revolution and English constitutionalism as influencing factors for French revolutionary ideas.
- History is progressing toward the creation of more representative governments.

- (B) Identify one piece of evidence not found in the source that would support the author's claim regarding representative government. **1 point**

Examples that earn this point include the following:

- Representative institutions created by the French Revolution (e.g., National Assembly)
- Pressure for greater representative government in Britain (Chartist movements, Reform Bills)
- Preservation of some representative institutions even under monarchies such as Napoleon's or the Bourbon Restoration
- Demands for representative government during the 1830 and/or 1848 revolutions
- Representative government formed out of the American Revolution
- Inclusion of Enlightenment ideas, such as social contract theory and natural rights (Locke, Montesquieu, Rousseau)

(C)	Explain one limitation of de Staël’s view of the French Revolution.	1 point
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Examples that earn this point include the following:

- Mixed motivations of French revolutionaries in 1789; some, such as the peasantry, were more interested in meeting their immediate needs than creating representative government.
- Failure of the French revolutionary government to maintain truly representative government.
- Attempts to impose revolutionary regimes on other countries by force.
- Conservative reaction to French Revolution and Napoleon that rejected representative government and democratic norms (e.g., rescinding the rights of Jews and women; the reimposition of slavery in Haiti).
- De Staël ignores the impact of the American Revolution on the French Revolution.
- The Reign of Terror (e.g., Committee for Public Safety; Vendée massacres).

	Total for question 1 3 points
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