

2017 AP® EUROPEAN HISTORY FREE-RESPONSE QUESTIONS

EUROPEAN HISTORY

SECTION II

Total Time—1 hour, 30 minutes

Question 1 (Document-Based Question)

Suggested reading and writing time: 55 minutes

It is suggested that you spend 15 minutes reading the documents and 40 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.

- **Thesis:** Present a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.
- **Argument Development:** Develop and support a cohesive argument that recognizes and accounts for historical complexity by explicitly illustrating relationships among historical evidence such as contradiction, corroboration, and/or qualification.
- **Use of the Documents:** Utilize the content of at least six of the documents to support the stated thesis or a relevant argument.
- **Sourcing the Documents:** Explain the significance of the author’s point of view, author’s purpose, historical context, and/or audience for at least four documents.
- **Contextualization:** Situate the argument by explaining the broader historical events, developments, or processes immediately relevant to the question.
- **Outside Evidence:** Provide an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument.
- **Synthesis:** Extend the argument by explaining the connections between the argument and ONE of the following.
 - A development in a different historical period, situation, era, or geographical area.
 - A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history).
 - A different discipline or field of inquiry (such as economics, government and politics, art history, or anthropology).

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1. Evaluate whether or not the Glorious Revolution of 1688 can be considered part of the Enlightenment.

Document 1

Source: John Evelyn, writer and founding member of the Royal Society of London for Improving Natural Knowledge, diary entry, 1688

7th October—Dr. Tenison [an Anglican minister] preached at St. Martin’s church, showing the Scriptures to be our only rule of faith, and its perfection above all traditions. After which, near 1,000 devout persons partook of the Communion. The sermon was chiefly a response to a sermon by a Jesuit, who the Sunday before had disparaged the Scripture and railed at our translation. Some who were present [on that Sunday] pulled the Jesuit out of the pulpit, and treated him very coarsely. Hourly expectation of William, the Prince of Orange’s invasion heightened to that degree, that his Majesty [James II] thought fit to dispense with all laws and in the meantime, he called over 5,000 Irish and 4,000 Scots soldiers, and continued to remove Protestants and put in Papists at Portsmouth harbor and other places of trust, and retained the Jesuits about him, increasing the universal discontent. It brought people to so desperate a pass, that they seemed passionately to long for and desire the landing of the Prince of Orange, whom they looked on to be their deliverer from Popish tyranny, praying incessantly for an east wind, which was said to be the only hindrance of his expedition [from the Netherlands] with a numerous army ready to make a descent.

Document 2

Source: King William III, declaration, October 10, 1688

The Declaration of His Highness William, by the Grace of God, Prince of Orange, etc., of the reasons inducing him to appear in arms in the Kingdom of England, and for preserving the Protestant religion, and for restoring the laws and liberties of England, Scotland, and Ireland:

We for our part will concur in everything that may procure the peace and happiness of that nation, which a free and lawful Parliament shall determine, since we have nothing before our eyes in this our undertaking but the preservation of the Protestant religion, the covering of all men from persecution for their conscience, and the securing to the whole nation the free enjoyment of all their laws, rights, and liberties, under a just and legal government.

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Document 3

Source: Excerpts from the English Bill of Rights, passed by Parliament and ratified by William III, 1689

Lords Spiritual and Temporal and Commons, being now assembled in a full and free representative of this nation, do in the first place (as their ancestors in like case have usually done) for the vindicating and asserting their ancient rights and liberties declare:

That the pretended power of suspending the laws or the execution of laws by royal authority without consent of Parliament is illegal;

That levying money for or to the use of the Crown by pretence of prerogative, without grant of Parliament, for longer time, or in other manner than the same is or shall be granted, is illegal;

That the raising or keeping of a standing army within the kingdom in time of peace, unless it be with consent of Parliament, is against law;

That the subjects which are Protestants may have arms for their defense suitable to their conditions and as allowed by law;

That the freedom of speech and debates or proceedings in Parliament ought not to be impeached or questioned in any court or place out of Parliament;

That excessive bail ought not to be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted;

And that for redress of all grievances, and for the amending, strengthening and preserving of the laws, Parliaments ought to be held frequently.

Document 4

Source: Gilbert Burnet, Anglican bishop and close friend of William III, sermon preached at the coronation ceremony of William III, April 1689

When the encouraging and promoting of a vigorous piety, and sublime virtue, and the explaining and propagating of true religion is the chief design of their rule; when impiety and vice are punished, and error is repressed; when the decency of the worship of God is kept up, without adulterating it with superstitions; when order is carried on in the Church of God, without tyranny; and above all when princes are in their own deportment [conduct], examples of the fear of God . . . and when it is visible that they honour those who fear the Lord, and that vile men are despised by them, then do they truly rule in fear of God.

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Document 5

Source: John Locke, English writer, *Two Treatises of Government*, 1689

The reason why men enter into society, is the preservation of their property; and the end why they choose and authorize a legislative power, is, that there may be laws made, and rules set, as guards and fences to the properties of all the members of the society, to limit the power, and moderate the dominion, of every part and member of the society: for since it can never be supposed to be the will of the society, that the legislative should have a power to destroy that which every one designs to secure, by entering into society, and for which the people submitted themselves to legislators of their own making; whenever the legislators endeavour to take away, and destroy the property of the people, or to reduce them to slavery under arbitrary power, they put themselves into a state of war with the people, who are thereupon absolved from any farther obedience, and are left to the common refuge, which God hath provided for all men, against force and violence. . . . the supreme executor, who having a double trust put in him, both to have a part in the legislative, and the supreme execution of the law, acts against both, when he goes about to set up his own arbitrary will as the law of the society.

Document 6

Source: Voltaire, French writer, *Letters on the English*, 1726–1729

The English are the only people upon earth who have been able to prescribe limits to the power of kings by resisting them; and who, by a series of struggles, have at last established that wise Government where the Prince is all powerful to do good, and, at the same time, is restrained from committing evil; where the nobles are great without insolence, though there are no vassals; and where the people share in the Government without confusion. . . . The English have doubtless purchased their liberties at a very high price, and waded through seas of blood to drown the idol of arbitrary power. Other nations have been involved in as great calamities, and have shed as much blood; but then the blood these other nations spilt in defense of their liberties only enslaved them the more.

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Document 7

Source: “William and Mary,” woodcut from a mid-eighteenth-century English children’s book, showing William III and his wife and coruler Queen Mary II



The Granger Collection, New York

The scroll in William’s hand is labeled “Bill of Rights.” The rhyming verse below the image reads: “William the hero, with Maria mild, / (He James’s nephew, she his eldest child) / Fix’d freedom and the church, reform’d the coin; / Oppos’d the French, and settled Brunswick’s line..”*

* a reference to the principle that only a Protestant would be allowed to become ruler of Great Britain, officially adopted in 1701

END OF DOCUMENTS FOR QUESTION 1

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Question 2 or Question 3

Suggested writing time: 35 minutes

Directions: Choose EITHER question 2 or question 3.

In your response you should do the following.

- **Thesis:** Present a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.
 - **Application of Historical Thinking Skills:** Develop and support an argument that applies historical thinking skills as directed by the question.
 - **Supporting the Argument with Evidence:** Utilize specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument.
 - **Synthesis:** Extend the argument by explaining the connections between the argument and ONE of the following.
 - A development in a different historical period, situation, era, or geographical area.
 - A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history).
 - A different discipline or field of inquiry (such as economics, government and politics, art history, or anthropology).
2. Describe and explain a significant similarity and a significant difference between the ways European states waged war in the period circa 1500–1648 and in the period circa 1750–1871. (*Historical thinking skill: Comparison*)
3. Describe and explain a significant similarity and a significant difference between European governments' role in the economy in the period circa 1650–1750 and in the period circa 1850–1950. (*Historical thinking skill: Comparison*)

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 Glorious Revolution of 1688 can be considered part of the Enlightenment.”

Points	Scoring Rubric	Scoring Notes
A: Thesis and Argument Development 0-2	<p>Thesis: Presents a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion. (1 point)</p> <p>Argument Development: Develops and supports a cohesive argument that recognizes and accounts for historical complexity by explicitly illustrating relationships among historical evidence such as contradiction, corroboration, and/or qualification. (1 point)</p>	<ul style="list-style-type: none"> Acceptable thesis statement must EXPLICITLY address a significant aspect of the Enlightenment (e.g., religious toleration, natural rights, or limited government) and its relationship to the Glorious Revolution A “two-sided” argument could recognize complexity by noting the mixed motivations for Glorious Revolution (e.g., religious conflict vs. a desire for limited government). A “one sided” argument that doesn’t account for the nuances and/or contradiction should not earn the Argument Development point, BUT a “one-sided” argument that DOES acknowledge nuance and contradiction could achieve this point. Another way to achieve this point would be to argue how MULTIPLE aspects of the Enlightenment are reflected in the Glorious Revolution.
B: Document Analysis 0-2	<p>Document Analysis (Content): Utilizes the content of at least six of the documents to support the stated thesis or a relevant argument. (1 point)</p> <p>Document Analysis (Sourcing): Explains the significance of the author’s point of view, author’s purpose, historical context, and/or audience for at least four documents. (1 point)</p>	<p><i>See document summaries for details.</i></p> <ul style="list-style-type: none"> Doc 1: John Evelyn, diary entry, 1688 Doc 2: William III, declaration, 1688 Doc 3: English Bill of Rights, 1689 Doc 4: Gilbert Burnet, coronation sermon, 1689 Doc 5: John Locke, <i>Two Treatises of Government</i>, 1689 Doc 6: Voltaire, <i>Letters on the English</i>, 1726-1729 Doc 7: William and Mary, image from children’s book, mid-1700s

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Question 1 — Document-Based Question (continued)

C: Using Evidence Beyond the Documents 0-2	<p>Contextualization: Situates the argument by explaining the broader historical events, developments, or processes immediately relevant to the question. (1 point)</p>	<p>This point can be earned by explaining historical events, developments, or processes that occur before, during, or continue after the time frame of the question. <i>Commonly seen examples might include:</i></p> <ul style="list-style-type: none"> • The Protestant Reformation, which defined underlying religious tensions in 17th century Britain. • How the English Civil War/Stuart Restoration set up the religious or political conflicts in Britain in 1688. • Thinkers such as Descartes, Spinoza, and Hobbes increasingly applied principles of empiricism and skepticism to analyze politics.
D: Synthesis 0-1	<p>Evidence beyond the Documents: Provides an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument. (1 point)</p>	<p><i>Commonly seen examples might include:</i></p> <ul style="list-style-type: none"> • Events of the Glorious Revolution not provided in the documents • Enlightenment thinkers not referenced in the documents (Hume, Smith, Beccaria, Montesquieu) • Louis XIV's support for Catholics • Voltaire's criticism of absolutist France
D: Synthesis 0-1	<p>Synthesis: Extends the argument by explaining the connection between the argument and either a development in a different historical period or geographical area, a course theme, and/or approach that is not the focus of the essay or a different discipline. (1 point)</p>	<p><i>Commonly seen examples might include:</i></p> <ul style="list-style-type: none"> • Different period/region: American or French Revolutions • Different theme: economic history • Different discipline: political science principles, philosophy

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

Document	Content (response must use the content in support of a stated thesis or relevant argument)	Sourcing (response must explain the significance of one of the following)
1. John Evelyn's Diary	<ul style="list-style-type: none"> • Discusses tensions between Protestants and Catholics in England, as well as James II's deployment of Catholic soldiers and the Protestant hopes for the Prince of Orange to invade 	<ul style="list-style-type: none"> • Author is a member of the Royal Society (POV) • Diary entry not meant to be published or shared (audience). • Suspicion of Jesuit influence (context).
2. William's Declaration	<ul style="list-style-type: none"> • Claims invasion is to protect the rights of Protestants and Parliament 	<ul style="list-style-type: none"> • William is justifying his actions (POV). • William is rallying support of Protestants in England (audience). • William is discouraging potential resistance in England (purpose).
3. English Bill of Rights	<ul style="list-style-type: none"> • Outlines rights of Parliament and the crown • Protects rights of Protestants 	<ul style="list-style-type: none"> • Codifies principle of Parliamentary Supremacy (context) • Justifies William's invasion (purpose) • Gains support of Protestants (audience/purpose)
4. Burnet, Coronation Sermon	<ul style="list-style-type: none"> • States William should propagate the “true religion” (Protestant) and rule in fear of God 	<ul style="list-style-type: none"> • Gives William's coronation divine blessing (purpose) • Reassures faithful Protestants (audience) • Justifies putting a friend on the throne (POV)
5. Locke, <i>Two Treatises</i>	<ul style="list-style-type: none"> • Outlines principles of popular sovereignty and reasons for removal of a ruler from authority 	<ul style="list-style-type: none"> • Locke is an example of an early philosophé (POV). • William has successfully taken power (context). • Locke is justifying the overthrow of James II (purpose).
6. Voltaire, <i>Letters on the English</i>	<ul style="list-style-type: none"> • Notes English have successfully restrained monarchical power, and other countries have not, in spite of similar conflicts 	<ul style="list-style-type: none"> • Voltaire is from an absolutist France (context). • Voltaire is implicitly criticizing his own country/outside perspective (POV). • Voltaire is seeking to shape educated public opinion in France (audience).
7. William and Mary, woodcut	<ul style="list-style-type: none"> • Depicts William and Mary as heroic and “fixers” of freedom and the Protestant church 	<ul style="list-style-type: none"> • Propaganda for children (POV) • Justifies the Brunswick (Hanoverian) succession (context) • Likely printed for children in wealthy families (audience)

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Question 1 — Document-Based Question (continued)

Examples of Student Responses by Scoring Criteria

A. Thesis and Argument Development (2 points)

a) Thesis

Responses earn 1 point by presenting a thesis that makes a historically defensible claim that responds to all parts of the question. While the thesis does not need to be a single sentence, it does need to be discrete, meaning it cannot be pieced together from across multiple places within the essay. It can be located in either the introduction or the conclusion, but not split between the two.

Examples of acceptable theses:

- “The Glorious Revolution of 1688 is a part of the Enlightenment due to its focus on the ideals of liberty, constitutional government, and the rights of the people.” (*Thesis takes an evaluative and historically defensible stance while fully addressing the prompt.*)
- “The Glorious Revolution of 1688 in England should be considered a part of the Enlightenment because it gave citizens of Great Britain rights and vowed to protect them, however, it cannot fully be considered a part of the Enlightenment due to the lack of religious tolerance by some of the people who supported this revolution.” (*Thesis takes an evaluative and historically defensible stance while fully addressing the prompt.*)
- “The Glorious Revolution of 1688 can be considered a product of the Enlightenment era but can no doubt be revealed to be motivated by older ideals of religious intolerance as well as newer, more liberal values of rights.” (*Thesis is basic but takes an evaluative and historically defensible stance and fully addresses the prompt.*)

Examples of unacceptable theses:

- “Although the Glorious Revolution happened in the 17th century and not the 18th century, it happened in England and not France, and Voltaire had not been born at that time, it could be considered part of the Enlightenment according to the behavior of the king and the government, the response of the people, and comments from other countries.” (*Thesis does not explicitly address a significant aspect of the Enlightenment.*)
- “While the Glorious Revolution did have some similar ideas of the Enlightenment, it cannot be considered part of the Enlightenment itself due to the fundamental nature of the Revolution and reasoning behind it.” (*Thesis does not explicitly address a significant aspect of the Enlightenment.*)
- “Although the Glorious Revolution occurred in England, it may be considered to be a major part of the Enlightenment movement due to the introduction of legal documents that encouraged Enlightenment ideals as well as the emergence of Enlightenment intellectuals during this time period.” (*Thesis does not specifically address a significant aspect of the Enlightenment.*)

b) Argument Development

Develops and supports a cohesive argument that recognizes and accounts for historical complexity by explicitly illustrating relationships among historical evidence such as contradiction, corroboration, and/or qualification.

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Question 1 — Document-Based Question (continued)

Examples of acceptable argument development:

- To support an argument that the Glorious Revolution was part of the Enlightenment, responses may use the documents to show that the Glorious Revolution exhibits early Enlightenment ideals later articulated by Enlightenment philosophes, such as limited monarchy, increased rights for citizens, and educational, legal, and economic reforms. (*Notes a clear pathway from the Glorious Revolution to the Enlightenment noting the complexity of change.*)
- To support an argument that the Glorious Revolution was part of the Enlightenment, responses may use the documents to show that while both secular and religious reforms do follow Enlightenment ideals, Protestantism remains the dominant religion. (*Notes contradictory evidence but accounts for it in the broader argument.*)
- To support an argument that the Glorious Revolution was part of the Enlightenment, responses may use the documents to show that both secular and religious reforms were part of the Enlightenment because of the increasingly constitutional nature of the reforms and religious toleration was both promised and enacted. (*A one-sided argument that notes nuances and contradictions within the argument.*)

Examples of unacceptable argument development:

- Responses may misuse significant documents to support an argument. For example, a response may attempt to argue that the Glorious Revolution was entirely about religious toleration or alternatively entirely about the imposition of Protestantism on England. (*Responses misuse or misinterpret the documents to support an argument that may be historically indefensible.*)
- Response attempts to make an argument, but simply restates the content of the documents without linking the Glorious Revolution to the Enlightenment. (*Responses do not posit an argument or may group like documents to attempt to formulate an argument but do not link to the Glorious Revolution or the Enlightenment.*)
- Responses are chronologically confused and argue that the entire Glorious Revolution is influenced by the works and ideas of Enlightenment philosophes like Montesquieu, Voltaire, and Rousseau. Alternatively, ideas of Renaissance humanism also render most arguments indefensible. (*Responses are indefensible based upon significant factual error.*)

B. Document Analysis (2 points)

a) Document Content

Responses earn 1 point by utilizing the content of at least six of the documents to support the stated thesis or a relevant argument. Responses cannot earn a point by merely quoting or paraphrasing the documents with no connection to a thesis or argument. (*See the document summaries for descriptions of document content.*)

Examples of acceptable utilization of content from a document to support a thesis or relevant argument:

- “After previous violent events, many people anticipated the arrival of King William III, ‘whom they looked to be the deliverer from tyranny.’” (Doc 1) (*Explains the peaceful transition towards a more constitutional monarch.*)

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Question 1 — Document-Based Question (continued)

- “In the English Bill of Rights the points of freedom of speech and parliamentary process are very strongly stated as rights of the country.” (Doc 3) (*Provides specific examples of Enlightenment principles found in the Glorious Revolution.*)
- “John Locke says the people have a right to revolt if the government fails to protect their rights and property. Under James II the right of religious freedom was not protected which is why the Glorious Revolution occurred.” (Doc 5) (*Provides specific example of an Enlightenment principle found in the Glorious Revolution.*)
- “Source 7 also highlighted the giving of liberties to the people. In this visual source, William III is holding the people’s rights to dispense to them.” (Doc 7) (*Explains the extension of an Enlightenment principle rooted in the Glorious Revolution.*)

b) Significance of Point of View, Purpose, Context, and/or Audience

Responses earn 1 point by explaining the significance of the author’s point of view, author’s purpose, historical context, and/or audience for at least four documents. (*See the document summaries section below for brief description of possible point of view, purpose, historical context, or audience for each document.*)

Examples of acceptable explanation of the significance of the author’s point of view:

- “Burnet may have wanted William to look good since they were friends, and as an Anglican priest he had to support Protestantism.” (Doc 4) (*Explains Burnet’s rationale for both speaking well of William and of Protestantism.*)
- “John Locke witnessed the Glorious Revolution take place and was English so he may have had some bias in favor of the event.” (Doc 5) (*Notes the eye witness experience that may have informed Locke’s conclusions.*)
- “This excerpt reflected Voltaire’s personality in many ways since he disliked the absolute monarchy in France during the 18th century and had a positive view of England.” (Doc 6) (*Explains why Voltaire would be predisposed to support the results of the Glorious Revolution.*)

Examples of acceptable explanation of the significance of the author’s purpose:

- “In many ways William might have exaggerated his duty to cement his place as a ruler and may have vehemently supported Protestantism to earn the favor of the British people. Regardless, he did strengthen the religion delivering on his promise.” (Doc 2) (*Notes the desire of William to be seen as legitimate and popular.*)
- “Voltaire’s purpose is to merely direct attention to a government acting effectively on Enlightenment philosophies and thus this source is very reliable in defending the Glorious Revolution’s place in the Enlightenment.” (Doc 6) (*Recognizes that Voltaire would wish to provide evidence of the validity of his ideas.*)
- “William may have wanted to make himself look too good in order to have the youth of England prefer him, and the message may have exaggerated William’s accomplishment but since someone had taken the time to make a woodcut of William and his wife, he was certainly loved by the people.” (Doc 7) (*Recognizes the possibility that William would wish to appear extremely generous to the youth of his adopted country.*)

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Question 1 — Document-Based Question (continued)

Examples of acceptable explanation of the significance of the historical context of a document:

- “Given that the English Bill of Rights was passed immediately following the Glorious Revolution and the end of James II’s rule, it is meant to safeguard the rights of the citizens and to hold Parliament to be the ultimate power.” (Doc 3) (*Notes the immediacy of the Bill of Rights to cement the results of the Glorious Revolution.*)
- “It is understandable that Voltaire wrote this piece in support of the Glorious Revolution because, as a philosophe during the Enlightenment, he was dedicated to using reason and rational thought to improve society.” (Doc 6) (*Notes the application of Enlightenment thought on an evaluation of the events of the Glorious Revolution.*)

Examples of acceptable explanation of the significance of the audience:

- “This source is somewhat unreliable because while it does come directly from the King it is a declaration and may therefore hide William’s true feelings in an attempt to gain support from the citizens.” (Doc 2) (*Recognizes the possible manipulation of information in order to appeal to a citizenry.*)
- “The woodcut was placed in a book and the intended audience was children to help educate the youth of England of the accomplishments of the Glorious Revolution.” (Doc 7) (*Recognizes the value of propaganda when aimed at an impressionable segment of the population.*)

C. Using Evidence Beyond the Documents (2 points)

a) Contextualization

Situates the argument by explaining the broader historical events, developments, or processes immediately relevant to the question.

Examples might include:

- Wars of Religion/Thirty Years’ War
- The Stuart Restoration
- Hobbes’ political thought
- English Civil War
- Rise of absolutist theories and regimes outside England
- English tradition of parliamentary power
- James II’s attempts to assert absolute power in England
- Rise of empiricism/Scientific Revolution
- European rationalist political philosophers
- Growing literacy and education

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Question 1 — Document-Based Question (continued)

Examples of acceptable contextualization:

- “In the late 15th century, and even a few decades after Martin Luther’s *95 Theses*, England was an almost entirely Catholic nation. But Henry VIII’s creation of the Anglican church, in addition to increased Protestant momentum throughout northern and central Europe, had led to a largely Protestant population. Therefore, when James II tried to impose Catholicism on the English, it was met with fierce resistance.” (*Explains one of the reasons for the animosity in the religious rivalry that helped fuel the Glorious Revolution.*)
- “The Glorious Revolution of 1688 occurred because the King of England’s next heir was a Catholic, while the rest of the country was mostly Protestant. The English did not want a Catholic king, so they had William and Mary come from the Netherlands to take the crown from James II because they were Protestant. The monarchy in England had only recently been restored after the Civil War and the Protectorate had eliminated it.” (*Narrative is sharpened with the explanation of why a king was deposed and another invited to rule as a constitutional monarch.*)
- “As the Wars of Religion in Europe began to end with the Thirty Years’ War meeting its conclusion in 1648, philosophers and educated men began to ponder the question of innate rights. Some argued that man is a morally benevolent creature who must be protected, however, those like Hobbes argued that mankind would only be able to restrain its darker impulses under firm, authoritative law. This question of rights was brought to the forefront during England’s Glorious Revolution.” (*Explains why one of the possible aspects of the Enlightenment would be part of the Glorious Revolution.*)

Example of common errors in contextualization:

- Responses may have errors in contextualization because of fundamental chronological mistakes. Despite the fact that Voltaire’s dates are given in Document 6, the ideas of the Enlightenment philosophes are cited as informing the events of the Glorious Revolution. Situating the argument in events that have not yet happened negates the argument and also contextualization.

b) Evidence Beyond the Documents

Responses earn a separate point for providing an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument. (*Items in contextualization list may also be deployed as outside evidence, but no single piece of evidence can be used for both.*)

Examples of providing an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument:

- “In the Bill of Rights it states that the royals cannot dismiss Parliament or the laws it creates without consent, which is a change from Cromwell’s displacing Parliament and taking complete power before this with Cromwell’s Protectorate, showing the huge step in Enlightenment ideals.” (*A historical event not referenced in the documents is used to explain some provisions of the Bill of Rights and linked to Enlightenment ideals.*)

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Question 1 — Document-Based Question (continued)

- “Freedom of speech and the end of cruel punishments were extremely important aspects of the Enlightenment. Cesare Beccaria, an important Enlightenment figure, often spoke out against the use of torture and cruel punishment.” (*A relevant Enlightenment figure not mentioned in the documents is referenced to support an Enlightenment principle present in the Glorious Revolution.*)
- “Influenced by earlier English documents, such as the Magna Carta which outlined natural rights, the Glorious Revolution guaranteed freedom.” (*An additional fact that further supports the argument that the Glorious Revolution was a step on the road to the Enlightenment.*)

D. Synthesis (1 point)

Responses earn a point for synthesis by extending their argument in one of three possible ways, by explaining the connection between the argument and either a development in a different historical period or geographical area, a course theme and/or approach that is not the focus of the essay, or a different discipline:

Examples of acceptable synthesis by appropriately connecting the argument to a development in a different historical period, situation, era, or geographic area:

- “The Glorious Revolution provided much support and examples of the implementation of Enlightenment ideals like natural rights and the role of government, yet it seemed to combat religious tolerance. The Revolution is similar to the ideas of the American Revolution. In both, ideas of the Enlightenment shined with Bills of Rights for both nations. Yet, anti-Enlightenment ideals of slavery and non-religious tolerance continued.” (*Response includes an explicit and accurate comparison to a different revolution in order to support an argument that the Glorious Revolution can be considered to be part of the Enlightenment.*)
- “This situation with the Glorious Revolution is very similar with how Khrushchev of the Soviet Union de-Stalinized the country after Stalin died by repealing the oppressive laws and debunking Stalin in front of his former supporters, Khrushchev ushered in a new era in the USSR where freedoms were slowly gained back.” (*Response includes an explicit and accurate comparison to a different arguably revolutionary event in order to support an argument that the Glorious Revolution can be considered to be part of a movement for progressive reform.*)

Examples of acceptable synthesis by connecting the argument to different course themes and/or approaches to history that are not the main focus of the question:

- “Parliament was not only able to protect private property but further expand in later years a man’s right to trade and affect commerce without significant governmental intervention which would lead to a flourishing British economy and the rise of a stronger merchant class.” (*Response cites the broader context of economic development to contextualize the argument of the role of government in continued progressive reform.*)

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Question 1 — Document-Based Question (continued)

Examples of acceptable synthesis by connecting the argument to different disciplines or fields of inquiry (hypothetical):

- Responses may argue that while the Glorious Revolution is sometimes seen as a demonstration of the Enlightenment ideal of popular sovereignty, Parliament only represented a small fraction of the population, mostly landed and merchant interests, and popular support for William was largely based on religious issues. (*Responses use political science principles to make an argument about the nature of the Revolution.*)