

2017 AP® EUROPEAN HISTORY FREE-RESPONSE QUESTIONS

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

“For if Tycho Brahe,* considering the immensity of those globes [the planets], believed that they did not exist pointlessly in the world, but were packed with inhabitants, how much more convincing will it be for us, perceiving the variety of the works and intentions of God on this globe of Earth, to adopt a similar conjecture about the others as well? For He has created species to inhabit the waters, though there is no place under them for air, which living things draw in; He has sent into the immensity of the air birds propped up by feathers; He has given to the snowy tracts of the north white bears and white foxes. . . . Has He then used up all His skill on the globe of the Earth? For whose benefit do four moons gird Jupiter,** as this single Moon of ours does our home? In fact we shall also reason in the same way about the globe of the Sun—is that globe empty but the others full, if everything else corresponds more closely? If just as the Earth breathes out clouds, the Sun breathes out black soot [sun spots]?***”

Johannes Kepler, German mathematician, astronomer, and astrologist,
Harmony of the World, treatise, 1619.

* Danish astronomer (1546–1601) who is considered the pioneer of scientific astronomical observation.

** The four largest moons of Jupiter were discovered in 1610 by Galileo Galilei.

*** Sun spots were first observed telescopically in 1610–1611 by several European astronomers.

4. a) Analyze ONE way in which the passage reflects traditional views of the cosmos.
- b) Analyze ONE way in which the passage challenges traditional views of the cosmos.
- c) Choose ONE example of a scientific discovery made during the Scientific Revolution (other than the discoveries explicitly mentioned in the passage) and explain how it challenged traditional views of nature.

END OF SECTION I

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).

AP[®] EUROPEAN HISTORY 2017 SCORING GUIDELINES

Short Answer Question 4

0–3 points

Score 3

Response accomplishes **all three** tasks set by the question.

Score 2

Response accomplishes **two** of the tasks set by the question.

Score 1

Response accomplishes **one** of the tasks set by the question.

Score 0

Response accomplishes **none** of the tasks set by the question.

Score NR

Is completely blank

Scoring Guide

- a) One point for analyzing one way in which the Kepler quote reflects traditional views of the cosmos.
- b) One point for analyzing one way in which the Kepler quote challenges traditional views of the cosmos.
- c) One point for explaining how one example of a scientific discovery led to challenges to traditional views of the cosmos.

Scoring Notes

For parts (a) and (b) it is essential that the response engages the passage.

Acceptable responses for part (a) (not an exhaustive list):

- Points out that God created the universe.
- Notes that the earth is at the center of the universe.
- Mentions that the creation of the universe is part of a divine plan, following ideas expressed in the Bible (Old Testament).
- Mentioning that part of the passage is in tune with Christianity more generally will not suffice here. The response must address views of the cosmos.

Acceptable responses for part (b) (not an exhaustive list):

- Mentions the existence of moons orbiting around Jupiter (which calls into question the geocentric model, since everything in the cosmos does not revolve around the earth)
- Explains that the earth is no longer at the center of the universe and that there is more to the universe than man's creation
- Argues that the cosmos is more complicated and complex than traditionally believed (reference again to Jupiter's moons, sun spots, etc.)

AP[®] EUROPEAN HISTORY

2017 SCORING GUIDELINES

Short Answer Question 4 (continued)

- Raises the possibility of intelligent beings on other “Globes,” which contradicts the notion that humans on earth are the only form of intelligent life in the universe.
- Again, the responses to this question must explain how the passage challenges traditional views of the cosmos. It is thus about science, and not about epistemology (ways of knowing, ways of thinking).

Acceptable responses for part (c) (not an exhaustive list):

This question asks for explanations of scientific discovery and its consequences for perspectives on nature. This is also not a question about ways of knowing. So, simply referring to Bacon, Descartes, or similar individuals, arguing that they encouraged people to question church teaching, to inquire directly into how nature worked rather than taking statements on faith, will not suffice to earn a point for part (c).

- That said, we have accepted the “discovery” of the heliocentric model (by Copernicus) and its popularization (by Galileo, and others) as a fundamental challenge to traditional views about nature that are embedded in the Ptolemaic geocentric model.
- Reference to Kepler’s and Galileo’s work on celestial orbits (they are not perfect circles – ellipses in fact; they are also not fully regular – they “wobble”), which contradict traditional views of planets traveling on perfectly circular orbits
- Referencing Newton’s work on gravity and laws of motion, which challenged traditional views of nature in a number of ways, including further discrediting the notion of geocentrism and demystifying nature by demonstrating that it is knowable through rational inquiry.
- Explains how Harvey’s discovery of the circulation of blood challenges prevailing understanding of the human body’s functioning
- Notes that the “discovery” of the telescope permits humans to directly observe and thus question the organization and functioning of the universe (it is thus not simply a matter of following biblical or church teaching on the heavens)