

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.

“In 1658 Sir Edward Dering (1625–1684), gentleman, politician, and poet, spent his summer making and testing medicines in his home in [England]. Sometime in May of that year, he started a new section in his [journal] headed “physical practices” and began writing down a series of recipes for medicinal remedies and records of his own trials of these medicines. . . .

Dering’s enthusiasm for recipes and recipe trials was not unusual. In fact, early modern English gentlemen and gentlewomen were gripped by recipe fever. They eagerly exchanged know-how and . . . diligently wrote down the treasured knowledge in notebooks of all shapes and sizes.

The rich archive of surviving texts and the continual appearance of recipes in personal writings and in literary works attest to the importance of recipe collection and exchange as a social and cultural phenomenon in early modern England. Masters and mistresses of large households were expected to have basic knowledge of [natural remedies], cookery, and sugarcraft [the making and use of sugar].

Gentlemen and gentlewomen dedicated considerable time, manpower, and resources to all kinds of home-based health care. Not only was the household considered the first resource for dealing with many medical ailments, . . . [but] domestic space was one of the main sites for medical intervention and the promotion of health. Householders were quick to combine self-diagnosis and self-treatment with commercially available medical care, and many produced their own homemade medicines. Gathering, trying and testing medicines and, relatedly, foods were part of this set of activities to gather and construct knowledge about health and the body.”

Source: Elaine Leong, historian, *Recipes and Everyday Knowledge: Medicine, Science, and the Household in Early Modern England*, 2017

1. Using the excerpt, respond to **parts a, b, and c**.
 - a. Describe an argument made in the excerpt.
 - b. Explain how the approach to knowledge described in the excerpt reflects developments of the 1500s and early 1600s.
 - c. Explain one effect of the changes in European medicine during the late 1700s and 1800s.

“I declare that my religion does not allow me to take an oath such as the National Assembly requires; I am happy and I even promise to watch over . . . the faithful of this parish who are entrusted to me, to be true to the nation and the king, and to observe the Constitution decreed by the National Assembly and sanctioned by the king.

I recognize no superior and other legislators than the pope and the bishops; you Christians would certainly not wish to be led by a nonbeliever and I would be such a one if I had had the cowardice to take an oath such as the National Assembly requires. According to our faith, the sovereign pontiff is not only at the center of Catholic unity and has primacy of honor in all the Church, but he also has primacy of jurisdiction. Is it not refusing him this primacy of jurisdiction in France to forbid the entire Church and all French citizens to recognize his authority and his jurisdiction?

By taking this oath, I would have sworn no longer to recognize our holy father the pope and head of the Church, or the bishops as its governors. . . . I believe that my confidence in refusing the oath will be an example for any of you who choose to lose your possessions, your fortune, even your life if necessary, rather than abandon your faith, your religion and offend your God.”

Source: Declaration by J. A. Baude, a French parish priest, 1791

2. Using the excerpt, respond to **parts a, b, and c**.
- Describe a likely audience of the declaration.
 - Explain one way in which the declaration reflects a development during the French Revolution.
 - Explain one effect after 1791 of ideas such as those expressed in Baude’s declaration.

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 an argument made in the excerpt. **1 point**

Examples that earn this point include the following:

- Growing popularity of medical knowledge among men and women in early modern England who were enthusiastic about finding medicinal recipes.
- Knowledge of medicinal recipes was an expectation for men and women in wealthier households.
- Even though there was some commercial medicine, the majority of healthcare in the period described took place at home.

(B) Explain how the approach to knowledge described in the passage reflects developments of the 1500s and early 1600s. **1 point**

(Note: A single development is sufficient.)

Examples that earn this point include the following:

- During the Scientific Revolution, experimentation and the use of logic and reason became more important as a source of knowledge, as shown by the example of Dering.
- Knowledge was passed along by tradition and word of mouth, such as the trading of medicinal recipes described in the passage.
- Most everyday useful knowledge was local and not systematized and was passed within and between local households.
- During the Renaissance, there was an emphasis on humanism and a secular focus on knowledge, resulting in less emphasis on religious reasoning.
- The widespread use of the printing press helped spread literacy and factual knowledge in printed material.

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| (C) | Explain one effect of the changes in European medicine during the late 1700s and 1800s. | 1 point |
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Examples that earn this point include the following:

- Vaccine inoculation for smallpox significantly reduced the death rate from the disease.
- Urban areas began to implement more public health measures, such as the creation of sewer systems and curbs on pollution.
- Advances in medicine reduced the death rate for Europeans in tropical areas, enabling the vast expansion of European empires in Africa and Asia in the 1800s.
- Medicine became a discipline in universities, resulting in qualified doctors and a hospital system, which became the usual way people received medical care.
- Sterilization and sanitation, and later an understanding of germs and bacteria, resulted in far fewer deaths from infection and an increased life expectancy.

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| Total for question 1 | 3 points |
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