

2011 AP® EUROPEAN HISTORY FREE-RESPONSE QUESTIONS

EUROPEAN HISTORY SECTION II Part A (Suggested writing time—45 minutes) Percent of Section II score—45

Directions: The following question is based on the accompanying Documents 1-12. The documents have been edited for the purpose of this exercise. Write your answer on the lined pages of the Section II free-response booklet.

This question is designed to test your ability to work with and understand historical documents. Write an essay that:

- Provides an appropriate, explicitly stated thesis that directly addresses all parts of the question and does NOT simply restate the question.
- Discusses a majority of the documents individually and specifically.
- Demonstrates understanding of the basic meaning of a majority of the documents.
- Supports the thesis with appropriate interpretations of a majority of the documents.
- Analyzes point of view or bias in at least three documents.
- Analyzes the documents by explicitly grouping them in at least three appropriate ways.

You may refer to relevant historical information not mentioned in the documents.

1. Analyze the influence of ideas about gender on the reign of Elizabeth I and explain how Elizabeth responded to these ideas.

Historical Background:

Elizabeth I of England (reigned 1558–1603) was the daughter of Henry VIII and his second wife, Anne Boleyn. Following the reigns of her half siblings, Edward VI and Mary I, Elizabeth I ascended to the throne at the age of twenty-five.

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Document 1

Source: John Knox, Scottish religious reformer, *First Blast of the Trumpet Against the Monstrous Regiment of Women*, 1558.

To promote a Woman to bear rule, superiority, dominion, or empire above any Realm, Nation, or City, is against all Nature . . . it is the subversion of good order, of all equity and justice. . . . And that the Holy Ghost does manifestly express, saying: “I suffer not a woman to usurp authority above the man.” . . . So both by God’s law and the interpretation of the Holy Ghost, women are utterly forbidden to occupy the place of God in the offices aforesaid . . .

Document 2

Source: Nicholas Heath, archbishop of York, in a debate before the House of Lords, 1558.

To preach or minister the holy sacraments, a woman may not. . . . A woman in the degrees of Christ’s church is not called to be an apostle, nor evangelist, nor to be a shepherd, neither a doctor or preacher. Therefore her Highness [Elizabeth I] cannot be supreme head of Christ’s militant church, nor yet of any part thereof.

Document 3

Source: Parliament of England, Act of Supremacy, 1559.

The queen’s highness is the only supreme governor* of this realm and of all other her highness’s dominions and countries, as well in all spiritual or ecclesiastical things or causes as temporal, and no foreign prince, person, prelate, state, or potentate hath or ought to have any jurisdiction, power, superiority, pre-eminence, or authority, ecclesiastical or spiritual, within this realm.

* The first Act of Supremacy in 1534 declared Henry VIII “Supreme Head” of the Church of England.

Document 4

Source: John Aylmer, friend of Elizabeth I’s tutor, pamphlet, 1559.

The regiment of England is not a mere Monarchy. To be sure, if [Elizabeth] were a mere monarch, and not a mixed ruler,* you might peradventure make me fear the matter the more, and the less to defend the cause. But in England it is not so dangerous a matter to have a woman ruler.

* a ruler who shares power with Parliament

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Document 5

Source: *The Second Book of Homilies*, produced by bishops of the Church of England, authorized by Elizabeth I, 1562.

The husband ought to be the leader and author of love in cherishing and increasing concord. . . . But as for wives, they must obey their husbands, and cease from commanding, and perform subjection. For this surely doth nourish concord very much, when the wife is ready at hand at her husband's commandment

Document 6

Source: Jacques Bochetel de La Forest, French ambassador to England, report on Elizabeth I's response to a proposed Parliamentary petition on the succession question, 1566.

What they asked was nothing less than wishing her to dig her grave before she was dead [Then], addressing herself to the Lords, she said: "My Lords, do what you will. As for myself, I shall do nothing but according to my pleasure. All the resolutions which you may make have no force without my consent and authority; besides what you desire is an affair of much too great importance to be declared to a knot of harebrains. I will take counsel with men who understand justice and the laws, as I am deliberating to do: I will choose half a dozen of the most able I can find in my kingdom for consultation, and after having their advice, I will then discover to you my will." On this she dismissed them in great anger.

Document 7

Source: Edward Rishton, Roman Catholic priest, *On the Origin and Growth of the English Schism*, 1585.

And to show the greater contempt for our Blessed lady [the Virgin Mary], they keep the birthday of Queen Elizabeth in the most solemn way on the seventh day of September, which is the eve of the feast of the Mother of God, whose nativity they mark in their calendar in small and black letters, while that of Elizabeth is marked in letters both large and red. And what is hardly credible, in the church of Saint Paul, the chief church of London . . . the praises of Elizabeth are said to be sung at the end of the public prayers, as the [hymn] of our lady was sung in former days.

Document 8

Source: Marcus Gheeraerts the Younger, English court painter, portrait of Elizabeth I standing on a map of England, 1592.



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Document 9

Source: William Tooker, Elizabeth's personal chaplain, describing a "touching" ceremony,* 1597.

How often have I seen her most serene Majesty, prostrate on her knees, body and soul rapt in prayer . . . how often have I seen her with her exquisite hands, whiter than whitest snow, boldly and without disgust, pressing their sores and ulcers, and handling them to health . . . how often have I seen her worn with fatigue, as when in one single day, she healed eight and thirty persons of the struma.**

* The "royal touch" of English monarchs was believed to cure certain diseases, and monarchs had historically performed "touching" ceremonies on people suffering from these diseases.

** a disease of the skin

Document 10

Source: William Clowes, personal surgeon of Elizabeth I, treatise, 1602.

Let us all (according to our bounden duties) continually pray unto the Almighty God to grant [Elizabeth] long life, much happiness, peace and tranquillity; that he will bless, keep and defend her Sacred person from the malice of her known and unknown enemies, so that she may forever reign over us (if it please the Lord God) even unto the end of the world, still to cure and heal many thousands more, than ever she hath yet done.

Document 11

Source: Elizabeth I, speech to Parliament delivered in 1559, recorded in an official history of her reign, first published in 1615.

But now (said she), that the public care of governing the kingdom is laid upon me, to draw upon me also the cares of marriage may seem a point of inconsiderate folly. Yea, to satisfy you, I have already joined myself in marriage to an husband, namely the Kingdom of England. And behold (said she), which I marvel ye have forgotten, the pledge of this my wedlock and marriage with my kingdom. (And therewith she drew the ring from her finger and showed it, wherewith at her coronation she had in a set form of words solemnly given herself in marriage to her kingdom.)

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EUROPEAN HISTORY

SECTION II

Part B

(Suggested planning and writing time—35 minutes)

Percent of Section II score—27 1/2

Directions: You are to answer ONE question from the three questions below. Make your selection carefully, choosing the question that you are best prepared to answer thoroughly in the time permitted. You should spend 5 minutes organizing or outlining your answer. Write your answer to the question on the lined pages of the Section II free-response booklet, making sure to indicate the question you are answering by writing the appropriate question number at the top of each page.

Write an essay that:

- Has a relevant thesis.
 - Addresses all parts of the question.
 - Supports thesis with specific evidence.
 - Is well organized.
2. Analyze the factors that contributed to the increasing centralization of Spain and the factors that contributed to the continuing fragmentation of Italy in the period 1450–1550.
3. Compare and contrast Enlightenment and Romantic views of nature, with reference to specific individuals and their works.
4. Analyze how the political and economic problems of the English and French monarchies led to the English Civil War and the French Revolution.

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Question 1 — Document-Based Question (DBQ)

Analyze the influence of ideas about gender on the reign of Elizabeth I and explain how Elizabeth responded to these ideas.

BASIC CORE — 1 point each to a total of 6 points

1. Provides an appropriate, explicitly stated thesis that directly addresses all parts of the question. Thesis must not simply restate the question.

The thesis must address **at least one idea** about gender with some degree of specificity (e.g., “Most believed that women were inferior to men”; “It was against God’s wishes for women to rule”). The thesis **must also include** reference to or mention of Elizabeth’s response. The thesis need not appear in the first paragraph; it may be found in the conclusion.

2. Discusses a majority of the documents individually and specifically.

The essay must discuss **at least seven documents** — even if used incorrectly — by reference to anything in the box. For an essay to receive credit for this point, documents may not be referenced collectively (e.g., “Documents 2, 3 and 6 suggest …”) unless they are then discussed individually.

3. Demonstrates understanding of the basic meaning of a majority of the documents (may misinterpret no more than one).

The essay may not significantly misinterpret more than one document. A major misinterpretation is an incorrect analysis or one that *leads to an inaccurate grouping*.

4. Supports the thesis with appropriate interpretations of a majority of the documents.

The essay must use **at least seven documents correctly**, and the documents used in the body of the essay must provide support for the thesis. *The essay cannot earn this point if no credit was awarded for point 1 (appropriate thesis).*

5. Analyzes point of view or bias in at least three documents.

The essay must make a reasonable effort to explain why a particular source expresses the stated view by

- relating authorial point of view to the author’s place in society (motive, position, status, etc.), OR
- evaluating the reliability of the source, OR
- recognizing that different kinds of documents serve different purposes, OR
- analyzing the tone of the documents; must be clear and relevant.

Note: 1) Attribution alone is not sufficient to earn credit for point of view.

2) It is possible for students to discuss point of view collectively, but this counts for only one point of view.

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Question 1 — Document-Based Question (continued)

6. Analyzes documents by explicitly organizing them in at least three appropriate groups.

A group must contain **at least two documents** that are used correctly and individually.

Groupings and corresponding documents *may* include the following (not exclusive).

IDEAS

- Political institutions: 3, 4, 6, 11
- Political power: 1, 3, 4, 6, 8, 10, 11, 12
- Religious figures: 1, 2, 3, 5, 7, 9
- Marriage/succession: 6, 11
- Misogyny: 1, 2, 5
- Constitutional: 2, 4
- Personal associates: 4, 9, 10, 12

RESPONSES

- Authoritative: 6, 8, 11, 12
- Regal: 6, 8, 11, 12
- Marriage/succession: 5, 6, 11, 12
- Propaganda: 8, 9, 11, 12

EXPANDED CORE: 0–3 points to a total of 9 points

Expands beyond the basic core points 1–6 outlined above. The basic score of 6 must be achieved before a student can earn expanded core points. Credit awarded in the expanded core should be based on *holistic assessment* of the essay. Factors to consider in holistic assessment may include the following:

- Presents a clear, analytical, and comprehensive thesis.
- Uses all or almost all the documents (10–12 documents).
- Uses the documents persuasively as evidence.
- Shows understanding of nuances of the documents.
- Analyzes point of view or bias in at least four documents.
- Analyzes the documents in additional ways (e.g., develops more groupings).
- Recognizes and develops change over time.
- Brings in relevant outside information.

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Question 1 — Document-Based Question (continued)

Document Summary

Document 1: John Knox, Scottish religious reformer, *First Blast of the Trumpet Against the Monstrous Regiment of Women*, 1558

To promote a Woman to bear rule, superiority, dominion, or empire above any Realm, Nation, or City is against all Nature. ... And that the Holy Ghost does manifestly express, saying: "I suffer not a woman to usurp authority above the man." ... So both by God's law and by the interpretation of the Holy Ghost, women are utterly forbidden to occupy the place of God in the offices aforesaid.

Document 2: Nicholas Heath, archbishop of York, debate before the House of Lords, 1558

To preach or minister the holy sacraments, a woman may not. ... A woman in the degrees of Christ's church is not called to be an apostle, nor evangelist, nor to be a shepherd, neither a doctor nor preacher. Therefore her Highness [Elizabeth I] cannot be supreme head of Christ's militant church, nor yet of any part thereof.

Document 3: Parliament of England, Act of Supremacy, 1559

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Document 4: John Aylmer, friend of Elizabeth I's tutor, pamphlet, 1559

To be sure, if [Elizabeth] were a mere monarch and not a mixed ruler, you might peradventure make me fear the matter the more, and the less to defend the cause. But in England it is not so dangerous a matter to have a woman ruler.

Document 5: The Second Book of Homilies, produced by bishops of the Church of England, authorized by Elizabeth I, 1562

The husband ought to be the leader and author of love in cherishing and increasing concord. ... But as for wives, they must obey their husbands and cease from commanding, and perform subjection.

Document 6: Jacques Bocheteau de La Forest, French ambassador to England, report on Elizabeth I's response to a proposed parliamentary petition on the succession question, 1566

What they asked her to do was nothing less than wishing her to dig her grave before she was dead. [Then,] addressing herself to the Lords, she said: "My Lords, do what you will. As for myself, I shall do nothing but according to my pleasure. All the resolutions which you may make have no force without my consent and authority. ... I will take counsel with men who understand justice and the laws, as I am deliberating to do." On this she dismissed them in great anger.

Document 7: Edward Rishton, Roman Catholic priest, *On the Origin and Growth of the English Schism*, 1585

And to show the greater contempt for our Blessed lady [the Virgin Mary], they keep the birthday of Queen Elizabeth in the most solemn way on the seventh day of September, which is the eve of the feast of the Mother of God, whose nativity they mark in their calendar in small and black letters, while that of Elizabeth is marked in letters both large and red.

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Question 1 — Document-Based Question (continued)

Document Summary (continued)

Document 8: Marcus Gheeraerts the Younger, English court painter, portrait of Elizabeth I standing on a map of England, 1592

Document 9: William Tooker, personal chaplain of Elizabeth I, describing a “touching” ceremony, 1597

How often have I seen her most serene Majesty, prostrate on her knees, body and soul rapt in prayer ... how often have I seen her with her exquisite hands, whiter than whitest snow, boldly and without disgust, pressing their sores and ulcers, and handling them to health ... how often have I seen her worn with fatigue, as when in one single day, she healed eight and thirty persons of the struma.

Document 10: William Clowes, personal surgeon of Elizabeth I, treatise, 1602

Let us all continually pray unto Almighty God to grant [Elizabeth] long life, much happiness, peace and tranquility; that he will bless, keep and defend her Sacred person from the malice of her known and unknown enemies, so that she may forever reign over us.

Document 11: Elizabeth I, speech to Parliament delivered in 1559, recorded in an official history of her reign, first published in 1615

But now that the public care of governing the kingdom is laid upon me, to draw upon me also the cares of marriage may seem a point of inconsiderate folly. Yea, to satisfy you, I have already joined myself in marriage to an husband, namely, the Kingdom of England.

Document 12: Elizabeth I, speech to English troops delivered in 1588 before the attempted invasion of the Spanish Armada, recorded in a letter by an eyewitness, 1623

I have placed my chiefest strength and safeguard in the loyal hearts and good will of my subjects. I know I have but the body of a weak and feeble woman, but I have the heart and stomach of a king. I myself will be your general, judge and rewarder of every one of your virtues in the field.

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Question 1 — Document-Based Question (continued)

A Closer Look at Point of View

There are many means by which a student can demonstrate point-of-view analysis in the DBQ.

Examples of ACCEPTABLE Point-of-View Analysis

Relating authorial point of view to author's place in society

1. “Bishops of the Church of England, who would have naturally opposed the progression of gender equality due to their affiliation with the conservative Church, wrote, ‘Wives … must obey their husbands and cease from commanding’” (document 5).
2. “Members of the clergy, for example, John Knox, a religious reformer, went so far as to title a book, *First Blast of the Trumpet Against the Monstrous Regiment of Women*. In his book, Riston, a Roman Catholic priest, displeased about the changing views of the Virgin Mary in England, openly criticized Elizabeth for demoting Mary in importance. Also the Archbishop of York argued that women cannot hold clerical titles and therefore can never be head of the Church of England. However, all of these negative attitudes and criticisms come from clergy who, as a group, tend to be conservative” (documents 1, 2, 7 — counts as one POV).
3. “One must keep in mind that Bochitel was French and due to the long standing animosity between the two nations, may have simply been eager for the anticipated turmoil which would weaken England” (document 6).

Evaluating the reliability of the source

1. “Aylmer’s opinion could be related to his friendship with the Queen’s tutor, and may cause him to defend her, rather than look at her rule objectively” (document 4).
2. “Elizabeth’s personal surgeon, William Clowes, supports her rule and prays for a long life for her. His relationship with Elizabeth could influence with his judgment about her success as a ruler” (document 10).
3. “As William Tooker, Elizabeth’s personal chaplain, describes about a ‘touching ceremony’ in 1597, one can clearly see that she commanded and got respect on a personal level, not just for being Queen. Although supportive, it is similarly biased for one of Elizabeth’s closest subjects to be in such admiration of her” (document 9).

Recognizing that different kinds of documents serve different purposes

1. “Marcus Gheeraerts the Younger, an English court painter, would have collaborated with Elizabeth in creating her portrait, standing on a map of England, to present her as regal and powerful to those who aimed at discrediting her” (document 8).

Analyzing the tone of the documents

1. “Jacques Bochitel de la Forest from France seemed to approve. He reports, in what can only be taken for an amused tone, of her response to parliament” (document 6).

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Question 1 — Document-Based Question (continued)

A Closer Look at Point of View (continued)

Examples of UNACCEPTABLE Point-of-View Analysis

1. “This document is biased because the speaker shows only one point of view for the idea of women rulers” (document 1). The essay fails to explain **what** the speaker’s point of view is and **why** it constitutes a bias.
2. “This document is biased because the speaker is a member of the church and wants to show that his side is right” (document 2). The essay fails to explain why the position of church member implies a bias.
3. “This document is biased because the touching of a monarch was believed to cure disease” (document 9). The essay presents no explanation regarding the motivation of the speaker.
4. “This source may be accurate because the author was a friend of Elizabeth’s tutor” (document 4). The essay fails to explain why a friend of Elizabeth’s tutor would be a reliable source.
5. “*The Second Book of Homilies* also supports the religious bias against Elizabeth’s ability since it was a piece of literature written by the bishops of the Church of England.” The essay states a fact without analyzing what the bias is or why the bishops held it.