

2006 AP[®] EUROPEAN HISTORY FREE-RESPONSE QUESTIONS

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. Compare and contrast the relationship between the artist and society in the Renaissance/Reformation period to the relationship between the artist and society in the late nineteenth century.
 3. Analyze the aims, methods, and degree of success of the Catholic Reformation (Counter-Reformation) in the sixteenth century.
 4. Analyze the effects of the Columbian exchange (the interchange of plants, animals, and diseases between the Old World and the New World) on the population and economy of Europe in the period 1550 to 1700.

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Question 3

Analyze the aims, methods, and degree of success of the Catholic Reformation (Counter-Reformation) in the sixteenth century.

9–6: Stronger

- Has a clear, well-developed thesis.
- Is well organized.
- Addresses the terms of the question.
- Supports the thesis with specific evidence.
- May contain minor errors; even a 9 need not be flawless.

Indicators for 9–8

- Fully engages with the terms of the question, explicitly linking aims, methods, and degree of success of the Catholic Reformation (Counter-Reformation).
- Analysis recognizes complexity of issues and events (e.g., doctrinal, political, military).
- Discussion is drawn from the sixteenth century and the context of the Catholic Reformation (Counter-Reformation).

Indicators for 7–6

- Fully engages with the terms of the question.
- Links aims, methods, and degree of success with minimal conflation of terms.
- Analyzes issues and events (e.g., doctrinal, political, military).
- Discussion is drawn from the sixteenth century and the context of the Catholic Reformation (Counter-Reformation).

5–4: Mixed

- Contains a thesis, perhaps superficial or simplistic.
- Uneven response to the question's terms.
- May contain errors, factual or interpretive.

Indicators for 5–4

- Addresses all parts of the question, perhaps in general terms.
- May conflate aims and methods or fail to distinguish adequately between the two.
- Discussion may be more descriptive than analytical.
- May contain factual errors (chronology, events, etc.) that affect interpretation.

3–0: Weaker

- Thesis is confused, absent, or merely restates the question.
- Misconstrues the question or omits major tasks.
- May contain major errors.

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Question 3 (continued)

Indicators for 3–2

- Responds to the question with a description of the causes of the Protestant Reformation or the status of the Catholic Church.
- Essay describes events with only superficial analysis.
- May not address all parts of the question.
- May contain serious errors of fact or interpretation.

Indicators for 1–0

- May attempt to address the question but fails to do so.
- May not contain specific evidence.
- May contain significant errors of fact or interpretation.

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Question 3 Historical Background

The terms Catholic Reformation and Counter-Reformation are used interchangeably by most students in responding to this essay. Counter-Reformation refers to the Catholic Church's response to the Protestant movement of the sixteenth century. Some are also familiar with the Catholic Reformation in the context of the conciliar movement beginning in the early fifteenth century; however, this distinction is not necessary for this question, and students may use either term in their responses.

The question topic is well covered in commonly used textbooks, and, when paired with the Protestant Reformation, often comprises a major unit in the AP European History course in terms of amount of time spent and depth of content. The question asks students to analyze three related elements: the aims, methods, and degree of success of the Catholic Reformation (Counter-Reformation) in the sixteenth century. This creates a useful organizing schema and suggests topics for the primary task, analysis. Student responses generally engage with the question's required elements and include a variety of evidence drawn from Catholic belief and practice, political rivalry, and international relations. The most frequently cited evidence was various accounts of the Catholic response to Luther, the Council of Trent, and the founding of new orders, especially the Jesuits.

Evidence used by students follows, divided into the categories provided by the question: aims, methods, and degree of success. Items are placed in the categories where they are most often used by students. Depending on the context established in the essay, much of this material can properly appear as either aims or methods.

AIMS:

Note: *Aims* may be expressed as those of the papacy, the Curia, conciliar movement, monarchs, and/or the faithful.

- Define and clarify Church doctrine and practices.
- Respond to or contain the Protestant challenge.
- Eliminate Protestantism.
- Reform Church practices including: indulgences, simony, absentee Church office holders, monastic corruption, pluralism, incompetent or immoral clergy.
- Exert political authority over monarchs, princes.
- Monarchs used religion as an expression of their rule.
 - Charles V (Holy Roman Emperor, aka Charles I of Spain) "world monarchy . . . towards the gathering of all Christendom under a single shepherd."
 - Philip II (Spain)—saw his reign as justified by religion—Catholic above all else.
 - Ferdinand and Isabella (Spain) —Spanish Inquisition, religious conformity, Moriscos and Marranos.
 - Francis I (France) title included "the Most Christian king."
 - Henry IV (Henry of Navarre) French Wars of Religion, "Paris is worth a mass," Edict of Nantes, *politique*, changed his religion in order to rule.
 - Henry VIII, broke with the papacy, established monarchical authority over papal authority.
 - Mary Tudor, restored Catholicism in England, returned Church from monarchical authority to papal authority.
 - Elizabeth returned Church from papal authority to monarchical authority; thwarted Philip II at every turn, defeated the *Armada Católica*.

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Question 3 Historical Background (continued)

- Popes of the sixteenth century sought to reaffirm papal authority over Catholicism, Curia, conciliar movement, monarchs, international Catholicism.
- Cardinals sought to affirm power of the conciliar movement as superior to that of the pope.
- Curia sought to reaffirm power of the institutional structure of the Church.
- Deepening of religious and spiritual experience among faithful Catholics.
- Missionary and humanitarian work in Europe, Africa, Asia, Americas.
- Movement to modernize the Church by returning to early, simpler Church practices.

METHODS:

Methods for accomplishing aims may be categorized as Catholic reforms or changes in religious practice, anti-Protestant responses, assertions of Church or papal power, or political actions.

- Council of Trent (1545, periodically until 1563): review, reform, enunciation of Church doctrine and practice
 - Review and enunciation of doctrine:
 - Justification by faith and good works
 - Equal weight to tradition and scripture
 - Transubstantiation
 - Seven sacraments
 - Special status of the priest
 - Priest participation in confession and absolution
 - Purgatory
 - Reform of some practices:
 - Indulgences curtailed
 - Rules for holding Church offices
 - Education of priests (e.g., seminaries, printing press may be cited, improved preaching)
 - Reassertion of most practices:
 - Vulgate (St. Jerome) Bible
 - Latin as the language of worship
 - Key role of priests in worship and the religious experience
 - Veneration of saints; adoration of Mary
 - Use of images, relics, pilgrimages
 - Celibacy of clergy and monasticism upheld
- Political
 - Church: strengthened and reaffirmed central authority of the Church; high papalism
 - Diplomatic: involvement in national and international politics
 - Government: (Where Catholics retained control of governments, Protestants tended to dwindle into small minorities. Where Protestants won control of government, people became Protestant.)
 - Direct and indirect involvement in international politics
 - Military action
 - Spain, Catholic crusade in Europe; Armada (*Armada Católica*)
 - French Wars of Religion
 - Schmalkaldic War

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Question 3 Historical Background (continued)

- Virtually no concessions to Protestantism, especially after 1541
- Missionary work, conversion and reconversion, in Europe, Africa, Asia, Americas
- Mysticism—St. Theresa of Avila, et al.
- New Catholic Orders: Jesuits, Ursulines, Oratorians
- Inquisitions
 - Spanish
 - Roman
- Reforming popes: Paul III, Leo X, Paul IV
- Censorship of books (*Index of Forbidden Books*)
- Art—the Baroque

DEGREE OF SUCCESS:

Successes: Cup half empty or half full?

- Church survived.
- Maintained all beliefs.
- Many who left returned to Catholicism.
- Deepened and reinvigorated religious experience.
- Pope's role reasserted.
- Central authority of the Church as an institution reasserted.
- Education of priests and others given added importance.
- Where Catholics retained control of governments, Protestants became in time small minorities.
- Missionaries, Francis Xavier.

Failures:

- Religious divisions became a permanent reality in European culture.
- May have led to a gradual secularization of modern societies.
- Peace of Augsburg, 1555, gave German princes right to choose religion.
- Charles V gave up after 35 years, abdicated, and retired to a monastery.
- Philip II:
 - Stupendous failure of his Catholic crusades .
 - English, Dutch, and the French Huguenots' causes undeterred .
 - Spain bankrupted, virtually destroyed.
- Religious divisions destroyed the expectation of peacefulness within homes and communities.
- May have strengthened nationalism.
- Where Protestants won control of government, people became Protestant.

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Question 3 Historical Background (continued)

Commonly Cited Evidence:

Paul III	1534-49	Council of Troubles (. . . Blood)	
Julius III	1550-55	Francis I	1515-47
Paul IV	1555-59	Henry II	1547-59
Pius IV	1559-65	Charles IX	1560–1674
Pius V	1566-72	French Wars of Religion	1562-98
Gregory XIII	1572-85	St. Bart's Day Massacre	1572
Sixtus V	1585-90	Henry IV (Henry of Navarre)	1589–1610
Peace of Augsburg	1555	Edict of Nantes	1598
Luther, <i>95 Theses</i>	1517	Ignatius Loyola <i>Spiritual Exercises</i>	1491–1556
Diet of Worms	1521	Jesuits	1540
Augsburg Confession	1530	Teresa of Avila	1515-82
Council of Trent	1545-47; 1551-52, 1562-63	Ursulines	
Charles V	1519-56	Capuchins—Franciscans, simplicity, poverty, direct preaching	
Philip II	1556-98	Benedictines, Dominicans—reformed/renewed	
Henry VIII	1509-47		
Mary Tudor	1553-58	Theatines, 1524, reformers, orphanages and hospitals	
Elizabeth I	1558–1603	Oratory of Divine Love, Italy, clergy and laymen (1497)	
Sack of Rome	1529	Francis Xavier, 1506-52—began as Jesuit—to East	
Lepanto	1571		
Spanish Armada	1588		
Catholic League	1580's		
Union of Arras	1579		