

2016 AP® EUROPEAN HISTORY FREE-RESPONSE QUESTIONS

EUROPEAN HISTORY

SECTION I, Part B

Time — 50 minutes

4 Questions

Directions: Read each question carefully and write your responses in the Section I, Part B: Short Answer booklet on the lined pages provided for that question.

Answer all parts of every question. 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. Only your responses on the designated pages of the Section I, Part B: Short Answer booklet will be scored. Sources have been edited for the purposes of this exercise.

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

“The best way to assess the depth and scope of the Scientific Revolution is to compare and contrast the science that came into fruition in the seventeenth century with its nearest equivalent in the late Middle Ages. . . . Traditionally, knowledge had been based on faith and insight, on reason and revelation. The new science discarded all of these as ways of understanding nature and set up experience—experiment and critical observation—as the foundation and ultimate test of knowledge. The consequences were as revolutionary as the doctrine itself. For not only did the new method found knowledge on a wholly new basis, but it implied that men and women no longer had to believe what was said by eminent authorities; they could put any statement to the test of controlled experience.”

I. Bernard Cohen, historian, *Revolution in Science*, 1985

1. a) Identify TWO specific examples of scientific discovery that support Cohen’s argument and explain how each one supports his argument.
- b) Explain ONE way in which the shift in scientific inquiry described by Cohen affected European views of society or politics in the seventeenth and eighteenth centuries.

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

“When [the Dutch burgher] goes home from Church, does he take God’s Holy Book with him to ponder the sermon? No. Instead he picks up the day’s [business] gazette and busies himself with calculations of interest and the liquidation of debts. It would be better [if] on the Lord’s Day he gave some accounting of himself and, instead of reckoning his profits, reckoned up his sins.”

Simonides, minister of the Dutch Reformed Church, *Four Books on God’s Judgment*, 1655

“So, Amsterdam has risen through the hand of God to the peak of prosperity and greatness. . . . The whole world stands amazed at its riches and from east and west, north and south they come to behold it. The Great and Almighty Lord has raised this city above all others . . . yea He has even taken from them the [commerce] of the east and the west (for in former times Lisbon flourished) and has spilled their treasure into our bosom.”

Melchior Fokkens, Dutch historian, *Description of the Widely Renowned Merchant City of Amsterdam*, 1662

2. a) Describe ONE important difference between the views of commerce and prosperity expressed in the two passages.
- b) For EACH of the passages, identify and explain ONE factor (such as a historical development, an intellectual or philosophical trend, or a religious belief) that likely informed the view of commerce and prosperity expressed in that passage.

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Short Answer Question 1

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

“The best way to assess the depth and scope of the Scientific Revolution is to compare and contrast the science that came into fruition in the seventeenth century with its nearest equivalent in the late Middle Ages ... Traditionally, knowledge had been based on faith and insight, on reason and revelation. The new science discarded all of these as ways of understanding nature and set up experience — experiment and critical observation — as the foundation and ultimate test of knowledge. The consequences were as revolutionary as the doctrine itself. For not only did the new method found knowledge on a wholly new basis, but it implied that men and women no longer had to believe what was said by eminent authorities; they could put any statement to the test of controlled experience.”

I. Bernard Cohen, historian, *Revolution in Science*, 1985

- a) Identify TWO specific examples of scientific discoveries that support Cohen’s argument and explain how each discovery supports his argument.
- b) Explain ONE way in which the shift in scientific inquiry described by Cohen affected European views of society or politics in the seventeenth and eighteenth centuries.

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 —

Is completely blank

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Short Answer Question 1 (continued)

Scoring Guide

0–3 points

- ONE point for identifying a specific example of a scientific discovery made during the Scientific Revolution AND explaining how that example reflects a change or movement away from the traditional medieval practice of science and acquisition of knowledge, as argued by Cohen.
- ONE point for identifying a specific example of a scientific discovery made during the Scientific Revolution that is DIFFERENT from the one provided above AND explaining how that example reflects a change or movement away from traditional medieval practice, as argued by Cohen.
- ONE point for explaining how new methods of scientific inquiry affected European views of society or politics during the seventeenth and eighteenth centuries.

Scoring Notes

Examples of responses to Part A that would earn credit:

- Copernicus's heliocentric view of the solar system proved that the Roman Catholic Church's geocentric view of the universe was incorrect.
- The increased emphasis on experimentation and empirical thought that lay at the heart of the new scientific method undermined faith in, and the authority of, the Catholic Church.
- Newton's theory of gravity, which was supported by mathematical calculations and observation, challenged medieval knowledge based on faith and revelation.
- Advances in navigational and geographical knowledge permitted longer and safer sea voyages than possible in the Middle Ages when sailors lacked accurate maps and nautical technology.
- Advances in mathematical knowledge and systematic observations of planets overturned the Aristotelian and Ptolemaic theories of astronomy.

Examples of responses to Part B that would earn credit:

- New advances in science challenged the authority of the Catholic Church, which led to challenges in other areas of society or politics. People demanded greater participation in their government and the right to choose their own leaders. These types of political demands influenced the philosophies that helped lead to the American and French revolutions.
- Increasingly rigorous demands for factual evidence to validate accusations gradually brought an end to the persecution of witchcraft in the seventeenth and eighteenth centuries.
- The Scientific Revolution prompted Enlightenment thinkers to assert that the purpose of government is to cultivate goodness through rational organization and to implement ideas of meritocratic progress.
- Enlightened absolute rulers in the eighteenth century were influenced by the Scientific Revolution's ideas of rationalism and enacted new legal codes, promoted education, and suppressed feudalism based on those ideas.