

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

**Henri Testelin, French artist, *Colbert Presenting the Members of the Royal Academy of Science to Louis XIV*, 1667**



Château de Versailles, France/Bridgeman Images

2. a) Describe one way in which the image depicts a significant feature of the Scientific Revolution.
- b) Describe King Louis XIV's likely purpose in commissioning the painting.
- c) Explain one way in which developments shown in the image changed or continued during the Enlightenment.

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**Question 3 or 4**

**Directions:** Answer either Question 3 or Question 4.

**Answer (a), (b), and (c).**

3. a) Describe one specific example of a change in the role of religion in European daily life during the period 1450 to 1700.  
b) Describe one specific example of a continuity in the role of religion in European daily life during the period 1450 to 1700.  
c) Using a specific example from the period 1450 to 1700, explain how political authorities in Europe attempted to control religious beliefs or practice.

**Answer (a), (b), and (c).**

4. a) Describe one specific example of a change in the role of the state in European daily life during the period 1900 to 1945.  
b) Describe one specific example of a change in the role of the state in daily life in Western Europe during the period 1945 to 2000.  
c) Using a specific example from the period 1945 to 2000, explain how Eastern European states attempted to limit individual rights.

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## Question 2: Short Answer Primary 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timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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.

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- (A) Describe one way in which the image depicts a significant feature of the Scientific Revolution. 1 point

**Examples that earn this point include the following:**

- Scientific advances were supported by government patronage.
- Support for scientific advances was seen as a source of prestige for rulers and governments.
- Scientific ideas and advances were furthered by institutions, such as the Royal Academy, that fostered the exchange of ideas.
- Scientific learning fostered a desire to acquire a deeper understanding of the natural world through the use of reason.

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- (B) Describe King Louis XIV's likely purpose in commissioning the painting. 1 point

**Examples that earn this point include the following:**

- Louis wished to be seen as improving his kingdom by supporting science.
- Louis wished to prove his support for science was at least equal to other monarchs, such as England's.
- Louis wished to be portrayed at the center of positive developments, such as the advancement of scientific knowledge, in France.
- Louis wished to portray scientific advances as benefitting France (prestige, military, and commercial) and the result of his sponsorship.

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- (C) Explain one way in which developments shown in the image changed or continued during the Enlightenment. **1 point**

**Examples that earn this point include the following:**

- Government support and royal patronage continued to be important for scientific research during the Enlightenment.
- During the Enlightenment some scientists and intellectuals became more critical of monarchical government and religion.
- Mapping and exploration efforts continued, with and without government sponsorship, during the Enlightenment, with the result of expanded colonization and commerce.
- Monarchs and other powerful or wealthy people continued to commission art that glorified them.
- Enlightenment scholars and secular groups (coffee houses and salons) continued to cultivate faith in progress, rationalism, secularism, and natural laws.

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**Total for question 2 3 points**