

REPURPOSED AP EUROPEAN HISTORY DBQ

AP® European History Practice Exam

SECTION II: Free Response

DO NOT OPEN THIS BOOKLET UNTIL YOU ARE TOLD TO DO SO.

At a Glance

Total Time
1 hour, 35 minutes

Number of Questions
2

Percent of Total Score
40%

Writing Instrument
Pen with black or dark blue ink

Reading Period

Time
15 minutes. Use this time to read the questions and plan your answer to Question 1, the document-based question.

Writing Period

Time
1 hour, 20 minutes

Question 1 (DBQ): Mandatory

Question 1 (DBQ)

Suggested Time
45 minutes

Percent of Total Score
25%

Question 2 or 3: Choose One Question

Answer either question 2 or 3

Suggested Time
35 minutes

Percent of Total Score
15%

IMPORTANT Identification Information

PLEASE PRINT WITH PEN:

1. First two letters of your last name

First letter of your first name

2. Date of birth

Month Day Year

3. Six-digit school code

4. Unless I check the box below, I grant the College Board the unlimited right to use, reproduce, and publish my free-response materials, both written and oral, for educational research and instructional purposes. My name and the name of my school will not be used in any way in connection with my free-response materials. I understand that I am free to mark "No" with no effect on my score or its reporting.

No, I do not grant the College Board these rights.

Instructions

The questions for Section II are printed in the orange Questions and Documents booklet. You may use that booklet to organize your answers and for scratch work, but you must write your answers in this Section II: Free Response booklet. No credit will be given for any work written in the Questions and Documents booklet.

The proctor will announce the beginning and end of the reading period. You are advised to spend the 15-minute period reading the question and planning your answer to Question 1, the document-based question. If you have time, you may also read Questions 2 and 3. Do not begin writing in this booklet until the proctor tells you to do so.

Section II of this exam requires answers in essay form. Write clearly and legibly. Circle the number of the question you are answering at the top of each page in this booklet. Begin each answer on a new page. Do not skip lines. Cross out any errors you make; crossed-out work will not be scored.

Manage your time carefully. The proctor will announce the suggested time for each part, but you may proceed freely from one part to the next. Go on to Question 2 or 3 if you finish Question 1 early. You may review your responses if you finish before the end of the exam is announced.

After the exam, you must apply the label that corresponds to the long-essay question you answered—Question 2 or 3. For example, if you answered Question 2, apply the label **2**. Failure to do so may delay your score.

NOTE: This is an old format DBQ from 2005 [Form B] reformatted in an effort to conform to the new DBQ format. The prompt has been altered slightly to fit with the new exam format. Some documents have been removed (the former Documents 4, 6, 8, 11, & 12) so that there are only seven documents. Remaining documents have been re-numbered to reflect the changes.

For more revised DBQs, visit tomrichey.net.

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EUROPEAN HISTORY
SECTION II
Total Time – 1 hour, 30 minutes

Question 1 (Document-Based Question)

Suggested Reading period: 15 minutes

Suggested writing time: 40 minutes

Directions: Question 1 is based on the accompanying documents. The documents have been edited for the purpose of this exercise. You are advised to spend 15 minutes reading and planning and 45 minutes writing your answer.

Write your responses on the lined pages that follow the question.

In your response you should do the following:

- State a relevant thesis that directly addresses all parts of the question.
 - Support the thesis or a relevant argument with evidence from all, or all but one, of the documents.
 - Incorporate analysis of all, or all but one, of the documents into your argument.
 - Focus your analysis of each document on at least one of the following: intended audience, purpose, historical context, and/or point of view.
 - Support your argument with analysis of historical examples outside the documents
 - Connect historical phenomena relevant to your argument to broader events or processes.
 - Synthesize the elements above into a persuasive essay that extends your argument, connects it to a different historical context, or accounts for contradictory evidence on the topic.
1. Evaluate the extent to which political and social factors affected the work of scientists in the sixteenth and seventeenth century.

Document 1

Source: Nicolaus Copernicus, Polish priest and astronomer, dedication to Pope Paul III in Copernicus' book, *On the Revolution of the Heavenly Spheres*, 1543.

The learned and unlearned alike may see that I shrink from no man's criticism. It is to your Holiness rather than to anyone else that I have chosen to dedicate these studies of mine. In this remote corner of the Earth in which I live, you are regarded as the most eminent by virtue of the dignity of your Office, and because of your love of letters and science. You, by your influence and judgment, can readily hold the slanderers from biting. Mathematics are for mathematicians, and they, if I be not wholly deceived, will hold that my labors contribute even to the well being of the Church.

Document 2

Source: John Calvin, French Protestant theologian, *Commentaries on the First Book of Moses (Genesis)*, 1554.

Moses wrote in a popular style things which, without instruction, all ordinary persons endowed with common sense, are able to understand; but astronomers investigate with great labor whatever the wisdom of the human mind can comprehend. This study should not be prohibited, nor this science condemned, because some frantic persons boldly reject whatever is unknown to them. For astronomy is not only pleasant, but also very useful: it cannot be denied that this art unfolds the admirable wisdom of God.

Document 3

Source: Giovanni Ciampoli, Italian monk, letter to Galileo, 1615.

Your opinion of the phenomena of light and shade on the clear and spotted surfaces of the Moon assumes some analogy between the Earth and the Moon. Someone adds to this and says you assume that the Moon is inhabited by humans. Then another starts discussing how they could be descended from Adam or how they could have gotten out of Noah's ark, and many other extravagant ideas that you never even dreamed of. It is indispensable, therefore, to remove the possibility of malignant rumors by repeatedly showing your willingness to defer to the authority of those who have jurisdiction over the human intellect in matters of the interpretation of Scripture.

Document 4

Source: Marin Mersenne, French monk and natural philosopher, letter to his noble patron, 1635.

My book is still in your hands and subject to your private judgment. If you object to anything, I am ready to remove it entirely. Know however, that you will not find a single word which is not true in my experiments, which many times confirm those of the great Galileo. Whatever may be, the whole thing is up to you. At least I am assured my experiments have been repeated more than 30 times, and some more than 100 times, before reliable witnesses, all who agree with my conclusions.

Document 5

Source: Thomas Hobbes, English philosopher, *Leviathan*, 1668.

The doctrine of what is right and wrong is perpetually disputed both by the pen and by the sword, but geometry is not. Why? Because in geometry few men care what the truth may be, since it affects no one's ambition, profit, or lust. But if Euclid's proposition that the three angles of a triangle are equal to the two angles of a square conflicted with the interest of those who rule, I know it would be suppressed.

Document 6

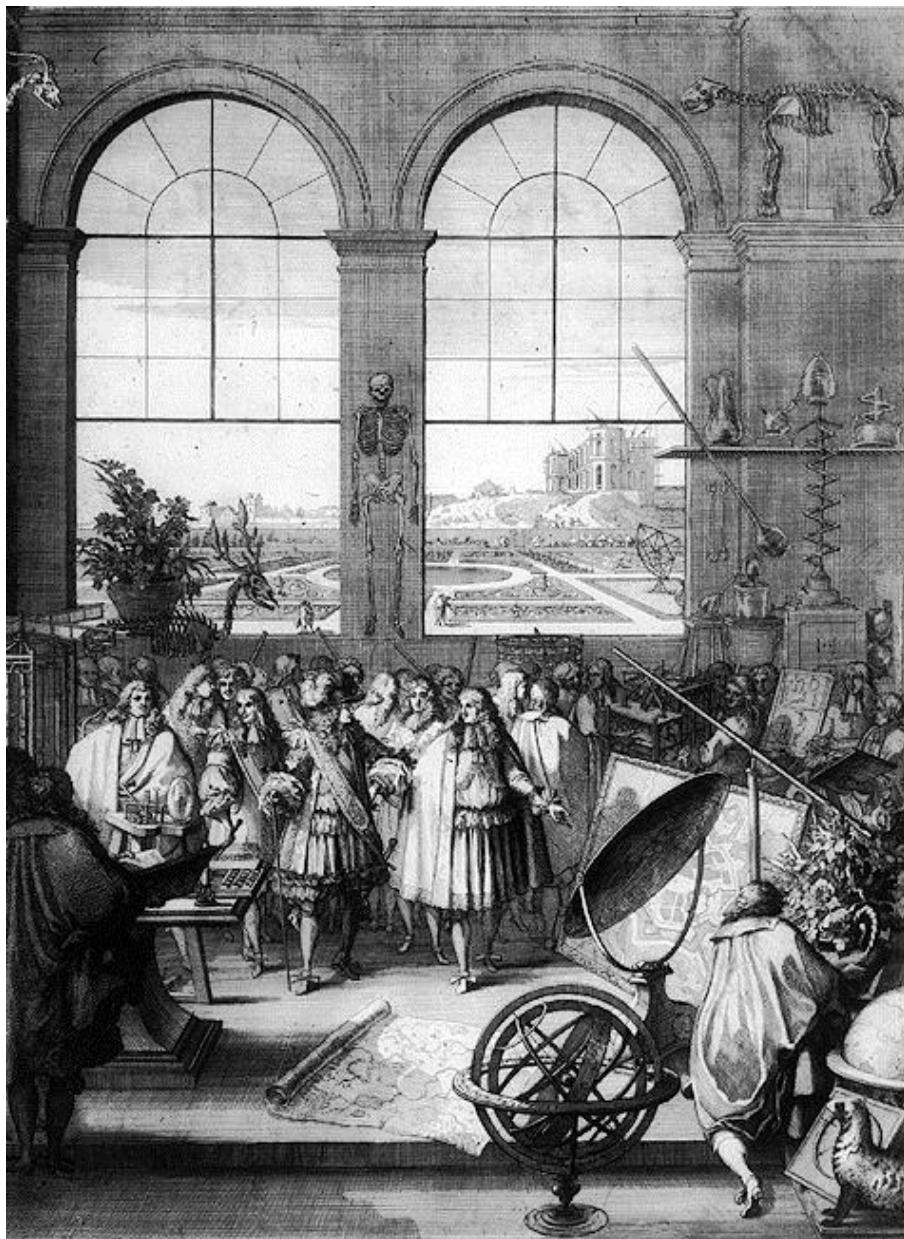
Source: Margaret Cavendish, English natural philosopher, *Observations on Experimental Philosophy*, 1666.

Were it allowable for our sex, I might set up my own school of natural philosophy. But I, being a woman, do fear they would soon cast me out of their schools. For though the Muses, Graces, and Sciences^{*} are all of the female gender, yet they are more esteemed in former ages than they are now. Nay, could it be done handsomely, they would turn all from females into males, so great is grown the self-conceit of the masculine and the disregard of the female sex.

*All represented as female goddesses in classical mythology

Document 7

Source: Drawing to commemorate Louis XIV's visit to the French Royal Academy, published 1671.



END OF DOCUMENTS FOR QUESTION 1

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AP EURO DBQ RUBRIC

Updated for the 2016 Exam

Name: _____

DBQ: _____

THESIS & ARGUMENT (TWO POINTS)

POINT?

1. **THESIS PRESENT** Presents a thesis that makes a historically defensible claim and responds to all parts of the question (does more than re-state).
Must be located in the introduction or conclusion (first or last paragraph).
2. **THESIS EXCELLENT / THESIS-DRIVEN** Develops and supports a cohesive argument that recognizes and accounts for historical complexity by explicitly illustrating relationships among historical evidence such as contradiction, corroboration, and/or qualification.

DOCUMENT ANALYSIS (TWO POINTS)

	Used	POV / CAP (Any) Context, Audience, Purpose
D__		

3. USES the content of <i>at least SIX</i> of the documents to support the stated thesis or a relevant argument	<input type="checkbox"/>
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4. EXPLAINS the significance of author's POV, context, audience, and/or purpose (CAP) for <i>at least FOUR</i> documents.	<input type="checkbox"/>
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EVIDENCE & CONTEXT (TWO POINTS)

5. **CONTEXTUALIZATION** Situates the argument by explaining the broader historical events, developments, or processes immediately relevant to the question. NOTE: *This must be more than a phrase or reference – use multiple sentences.*

6. **EVIDENCE BEYOND THE DOCUMENTS** Provides an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument. *Must be 1) distinct from evidence used to earn other points and 2) more than a mere phrase or reference.*

SYNTHESIS (ONE POINT)

7. Extends the argument by explaining the connections between the argument and:
A development in a different historical period, situation, era, or geographical area
OR A course theme and/or approach to history that is not the focus of the essay (political, social, etc.)
OR A different discipline or field of inquiry (such as econ, gov & politics, art history, or anthropology)

NOTES:

TOTAL POINTS:

/7