

# 2011 AP<sup>®</sup> EUROPEAN HISTORY FREE-RESPONSE QUESTIONS

## EUROPEAN HISTORY: SECTION II

**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This question is designed to test your ability to work with and understand historical documents.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:

- 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.

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.

### **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: 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 3**

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 4

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 5

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 6

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



### Document 7

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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**END OF PART A**

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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.
1. 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.
  2. Compare and contrast Enlightenment and Romantic views of nature, with reference to specific individuals and their works.
  3. 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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## EUROPEAN HISTORY

### SECTION II

#### Part C

(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.
- 
4. Analyze how industrialization and imperialism contributed to the development of consumer culture in the period 1850–1914.
  5. Analyze the ways in which the policies of Joseph Stalin transformed the policies of Vladimir Lenin.
  6. Analyze the ways in which Western European nations have pursued European economic and political integration from 1945 to the present, referring to at least two nations.

**STOP END**

**OF EXAM**

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