

AP[®] EUROPEAN HISTORY

2011 SCORING GUIDELINES

Question 1 — Document-Based Question (DBQ)

Analyze the influence of ideas about gender on the reign of Elizabeth I and explain how Elizabeth responded to these ideas.

BASIC CORE — 1 point each to a total of 6 points

- 1. Provides an appropriate, explicitly stated thesis that directly addresses all parts of the question. Thesis must not simply restate the question.**

The thesis must address **at least one idea** about gender with some degree of specificity (e.g., “Most believed that women were inferior to men”; “It was against God’s wishes for women to rule”). The thesis **must also include** reference to or mention of Elizabeth’s response. The thesis need not appear in the first paragraph; it may be found in the conclusion.

- 2. Discusses a majority of the documents individually and specifically.**

The essay must discuss **at least seven documents** — even if used incorrectly — by reference to anything in the box. For an essay to receive credit for this point, documents may not be referenced collectively (e.g., “Documents 2, 3 and 6 suggest . . .”) unless they are then discussed individually.

- 3. Demonstrates understanding of the basic meaning of a majority of the documents (may misinterpret no more than one).**

The essay may not significantly misinterpret more than one document. A major misinterpretation is an incorrect analysis or one that *leads to an inaccurate grouping*.

- 4. Supports the thesis with appropriate interpretations of a majority of the documents.**

The essay must use **at least seven documents correctly**, and the documents used in the body of the essay must provide support for the thesis. *The essay cannot earn this point if no credit was awarded for point 1* (appropriate thesis).

- 5. Analyzes point of view or bias in at least three documents.**

The essay must make a reasonable effort to explain why a particular source expresses the stated view by

- relating authorial point of view to the author’s place in society (motive, position, status, etc.), OR
- evaluating the reliability of the source, OR
- recognizing that different kinds of documents serve different purposes, OR
- analyzing the tone of the documents; must be clear and relevant.

Note: 1) *Attribution alone is not sufficient to earn credit for point of view.*

2) *It is possible for students to discuss point of view collectively, but this counts for only one point of view.*

AP[®] EUROPEAN HISTORY

2011 SCORING GUIDELINES

Question 1 — Document-Based Question (continued)

6. Analyzes documents by explicitly organizing them in at least three appropriate groups.

A group must contain **at least two documents** that are used correctly and individually. Groupings and corresponding documents *may* include the following (not exclusive).

IDEAS

- Political institutions: 3, 4, 6, 11
- Political power: 1, 3, 4, 6, 8, 10, 11, 12
- Religious figures: 1, 2, 3, 5, 7, 9
- Marriage/succession: 6, 11
- Misogyny: 1, 2, 5
- Constitutional: 2, 4
- Personal associates: 4, 9, 10, 12

RESPONSES

- Authoritative: 6, 8, 11, 12
- Regal: 6, 8, 11, 12
- Marriage/succession: 5, 6, 11, 12
- Propaganda: 8, 9, 11, 12

EXPANDED CORE: 0–3 points to a total of 9 points

Expands beyond the basic core points 1–6 outlined above. The basic score of 6 must be achieved before a student can earn expanded core points. Credit awarded in the expanded core should be based on *holistic assessment* of the essay. Factors to consider in holistic assessment may include the following:

- Presents a clear, analytical, and comprehensive thesis.
- Uses all or almost all the documents (10–12 documents).
- Uses the documents persuasively as evidence.
- Shows understanding of nuances of the documents.
- Analyzes point of view or bias in at least four documents.
- Analyzes the documents in additional ways (e.g., develops more groupings).
- Recognizes and develops change over time.
- Brings in relevant outside information.

AP[®] EUROPEAN HISTORY

2011 SCORING GUIDELINES

Question 1 — Document-Based Question (continued)

Document Summary

Document 1: 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. . . . 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 by the interpretation of the Holy Ghost, women are utterly forbidden to occupy the place of God in the offices aforesaid.

Document 2: Nicholas Heath, archbishop of York, debate before the House of Lords, 1558

To preach or minister the holy sacraments, a woman may not. . . . A woman in the degrees of Christ’s church is not called to be an apostle, nor evangelist, nor to be a shepherd, neither a doctor nor preacher. Therefore her Highness [Elizabeth I] cannot be supreme head of Christ’s militant church, nor yet of any part thereof.

Document 3: 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, preeminence, or authority, ecclesiastical or spiritual, within this realm.

Document 4: John Aylmer, friend of Elizabeth I’s tutor, pamphlet, 1559

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.

Document 5: *The Second Book of Homilies*, produced by bishops of the Church of England, authorized by Elizabeth I, 1562

The husband ought to be the leader and author of love in cherishing and increasing concord. . . . But as for wives, they must obey their husbands and cease from commanding, and perform subjection.

Document 6: 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 her to do 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. . . . I will take counsel with men who understand justice and the laws, as I am deliberating to do.” On this she dismissed them in great anger.

Document 7: 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.

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2011 SCORING GUIDELINES**

Question 1 — Document-Based Question (continued)

Document Summary (continued)

Document 8: Marcus Gheeraerts the Younger, English court painter, portrait of Elizabeth I standing on a map of England, 1592

Document 9: William Tooker, personal chaplain of Elizabeth I, describing a “touching” ceremony, 1597

How often have I seen her most serene Majesty, prostrate on her knees, body and soul rapt in prayer ... how often have I seen her with her exquisite hands, whiter than whitest snow, boldly and without disgust, pressing their sores and ulcers, and handling them to health ... how often have I seen her worn with fatigue, as when in one single day, she healed eight and thirty persons of the struma.

Document 10: William Clowes, personal surgeon of Elizabeth I, treatise, 1602

Let us all continually pray unto Almighty God to grant [Elizabeth] long life, much happiness, peace and tranquility; that he will bless, keep and defend her Sacred person from the malice of her known and unknown enemies, so that she may forever reign over us.

Document 11: Elizabeth I, speech to Parliament delivered in 1559, recorded in an official history of her reign, first published in 1615

But now 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.

Document 12: Elizabeth I, speech to English troops delivered in 1588 before the attempted invasion of the Spanish Armada, recorded in a letter by an eyewitness, 1623

I have placed my chiefest strength and safeguard in the loyal hearts and good will of my subjects. I know I have but the body of a weak and feeble woman, but I have the heart and stomach of a king. I myself will be your general, judge and rewarder of every one of your virtues in the field.

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2011 SCORING GUIDELINES

Question 1 — Document-Based Question (continued)

A Closer Look at Point of View

There are many means by which a student can demonstrate point-of-view analysis in the DBO.

Examples of ACCEPTABLE Point-of-View Analysis

Relating authorial point of view to author's place in society

1. "Bishops of the Church of England, who would have naturally opposed the progression of gender equality due to their affiliation with the conservative Church, wrote, 'Wives ... must obey their husbands and cease from commanding'" (document 5).
2. "Members of the clergy, for example, John Knox, a religious reformer, went so far as to title a book, *First Blast of the Trumpet Against the Monstrous Regiment of Women*. In his book, Riston, a Roman Catholic priest, displeased about the changing views of the Virgin Mary in England, openly criticized Elizabeth for demoting Mary in importance. Also the Archbishop of York argued that women cannot hold clerical titles and therefore can never be head of the Church of England. However, all of these negative attitudes and criticisms come from clergy who, as a group, tend to be conservative" (documents 1, 2, 7 — counts as one POV).
3. "One must keep in mind that Bochetel was French and due to the long standing animosity between the two nations, may have simply been eager for the anticipated turmoil which would weaken England" (document 6).

Evaluating the reliability of the source

1. "Aylmer's opinion could be related to his friendship with the Queen's tutor, and may cause him to defend her, rather than look at her rule objectively" (document 4).
2. "Elizabeth's personal surgeon, William Clowes, supports her rule and prays for a long life for her. His relationship with Elizabeth could influence with his judgment about her success as a ruler" (document 10).
3. "As William Tooker, Elizabeth's personal chaplain, describes about a 'touching ceremony' in 1597, one can clearly see that she commanded and got respect on a personal level, not just for being Queen. Although supportive, it is similarly biased for one of Elizabeth's closest subjects to be in such admiration of her" (document 9).

Recognizing that different kinds of documents serve different purposes

1. "Marcus Gheeraerts the Younger, an English court painter, would have collaborated with Elizabeth in creating her portrait, standing on a map of England, to present her as regal and powerful to those who aimed at discrediting her" (document 8).

Analyzing the tone of the documents

1. "Jacques Bochetel de la Forest from France seemed to approve. He reports, in what can only be taken for an amused tone, of her response to parliament" (document 6).

AP[®] EUROPEAN HISTORY

2011 SCORING GUIDELINES

Question 1 — Document-Based Question (continued)

A Closer Look at Point of View (continued)

Examples of UNACCEPTABLE Point-of-View Analysis

1. “This document is biased because the speaker shows only one point of view for the idea of women rulers” (document 1). The essay fails to explain **what** the speaker’s point of view is and **why** it constitutes a bias.
2. “This document is biased because the speaker is a member of the church and wants to show that his side is right” (document 2). The essay fails to explain why the position of church member implies a bias.
3. “This document is biased because the touching of a monarch was believed to cure disease” (document 9). The essay presents no explanation regarding the motivation of the speaker.
4. “This source may be accurate because the author was a friend of Elizabeth’s tutor” (document 4). The essay fails to explain why a friend of Elizabeth’s tutor would be a reliable source.
5. “*The Second Book of Homilies* also supports the religious bias against Elizabeth’s ability since it was a piece of literature written by the bishops of the Church of England.” The essay states a fact without analyzing what the bias is or why the bishops held it.

Write in the box the number of the question you are answering on this page as it is designated in the exam.

1A-1

Elizabeth I, Queen of England from 1558-1603, brought much success and political stability to the nation during her reign. However, the ideas about gender at the time greatly influenced her rule. With the views of the ~~people~~ ~~as well as~~ religious peoples during Elizabeth's reign leaning towards negativity about a woman ruler, Elizabeth I responded to the challenges against her ability to rule wisely with anger and strong leadership, while not responding to the challenges to her authority as a religious leader.

One of the main challenges to Elizabeth's right to rule came from the Church. In Document 1, *First Blast of the Trumpet Against the Monstrous Regiment of Women* by John Knox, a Scottish religious reformer shows the biased views of a Scot who probably wanted the restoration of the Stuarts to the throne. Knox doesn't want a woman to have authority in the Church, which she does after her father's break with the Roman Catholic Church placing her as the head of it. He goes on to even quote Scripture on the subject to prove why she should not rule, at least without a male above her.

Document 2, Nicholas Heath's debate before the House of Lords, discusses the same concept of Elizabeth being head of the Church or of a woman even being a leader in any part of it. This shows his clear ideas on the abilities and rights of women in any position of power. Another Church view is seen in Document 5, an excerpt from *The*

1A-2

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Second Book of Homilies, produced by Bishops from the Church of England. It discusses the importance of men leading, while women should perform their bidding and not rule in any way. A Roman Catholic priest, biased because of the ~~contempt~~ ^{contempt for the} different Protestant views of Elizabeth, in Document ~~7~~ ⁷ describes his disgust for Elizabeth as she has become more important ^{to the people} than the teachings and ceremonies of the Church.

The opposing view to that of the religious at the time, were those who knew Elizabeth, and are therefore biased because of the friendship however may have known her better and her ability to lead the nation. One such ~~viewpoint~~ idea on gender comes from a friend of Elizabeth's tutor, John Aylmer. ~~He~~ In Document 4 he talks about ~~the~~ how the regiment of England has a ruler that shares power with the Parliament and therefore causes him not to challenge her rule as it can be checked by Parliament. This natural distrust ^{of} ~~for~~ women in general however ~~can~~ can show his predetermined ideas on gender. In document 8, an English Court painter, Marcus Gheeraerts the Younger, paints a portrait of Elizabeth standing atop a map of England, indicating his belief in her being the true and capable leader of the country. ~~Analysis~~ The personal chaplain of Elizabeth, William Tooker, describes a "touching" ceremony in document 9. He believes in her and her ability to heal the people, therefore also believing her powers as head of the Church

of England. In document 10, William Crowes, personal surgeon of Elizabeth shows how much he wants the reign of Elizabeth to continue. He, like Tooker, believes in her healing powers and because he wishes she will always rule England, shows her positive effect on the throne and on views of women.

The main response by Elizabeth ~~to~~ ^{to} the challenges to her rule, was opposition, and defense of the ideas that she had the right as well as ability to rule. Document 3, the 1559 Act of Supremacy from the Parliament of England shows how she got Parliament to acknowledge her as supreme governor of ~~the~~ the Church of England in accordance with her father's break from the Catholic Church in 1534. This reinforcement also shows her strong will to lead and maintain her position. A report on Elizabeth's response to a Parliamentary petition on succession by Jacques Barthelet de La Forest, ^{a French ambassador to England} shows some bias as the French were ^{under} ~~a majority of~~ Catholic ^{rule} at the time as opposed to the Protestant Elizabeth. He describes how Elizabeth defends her position and attacks Parliament for being incompetent on the issue. She says that she will work with men to decide what to do. Another response by Elizabeth was in document 11, a speech to Parliament in which she states how men are not needed on the throne because she alone can care for society. Throughout these documents, she neglects to defend ~~the~~ herself as being able to

1A-4

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rightly ~~must~~ lead the Church of England. However in document 12, ~~Annals~~ her speech to English troops before the attempted invasion of the Spanish Armada, she ~~firmly~~ really defends her ability to rule just the same as any king. Elizabeth was showing how she was for the people and would lead them well, as she did with the destruction of the Spanish Armada. However, this document may be inaccurate as it was from the point of view of an eyewitness in 1588, however not recorded until 1623, a major gap in time.

In conclusion, the religious people of Elizabeth I's reign believed she was unfit to head the church or rule the nation in general. Those close to her opposed this, claiming full belief in her capability of healing England and its subjects. Elizabeth responded to all the criticism and ideas about her gender by being a strong leader who enforced her right and ability to rule.

Queen Elizabeth I of England was faced with the fact that she was a woman. During her reign women weren't close to men on ^{any} ~~all~~ levels ⁱⁿ ~~the~~ society so it was natural for men to speak out against her. Queen Elizabeth was a strong leader and wanted what was best for her people and her kingdom, no matter the cost.

As Queen Elizabeth I reign started she stood before parliament and said that she will marry to satisfy them. (doc 1) Queen Elizabeth's reign was early in her career at this point so ^{she} ~~and~~ wanted to keep parliament on her good side. As her reign lengthened she was proposed by Parliamentary on the Succession Question. As told by a French ~~Em~~ ambassador to England, "what they asked was nothing less than wishing her to dig her own grave". Elizabeth was furious at this for she made her speech and dismissed them in anger (doc 6) Jacques Bochetal de La Forest was the French ambassador attending this meeting

and he was just reporting back to France on what he witnessed so he had no influence as to make up what he saw. Even through some hardships Elizabeth I still cared deeply for England and before the attempted Invasion of the Spanish Armada she made a heart warming speech to her troops (doc 12). Spain has had the strongest navy for a long time and Elizabeth showed her true feelings during that speech for she wanted her troops to know that to defeat the Armada would be a great victory. Queen Elizabeth I was a great leader, ~~some~~ for sometimes she even performed miracles.

Elizabeth's personal chaplain described her touching ceremony by saying "in one day, she healed eight and thirty persons of the struma". (doc 9) William Tooker was her personal chaplain so there might have been some bias towards her healings but it was true that people believed

that the royal touch cured diseases.

Also her personal Surgeon liked Elizabeth so much to the fact he said that "we should all pray continually to god to grant Elizabeth long life so she could continue to cure many thousand

more".^(doc 10) Again, William Clowes was her personal surgeon so he had some bias. John Aylmer wrote in a pamphlet that it is not dangerous a matter to have a women ruler.

Now John Aylmer was a ruler who shares power with Parliament so he had a high job and again had a little bias for Elizabeth. ~~that~~ ~~seems~~

Although Elizabeth was a great leader she had people that didn't like her. Nicholas Heath in a debate before the House of Lords spoke highly against Elizabeth by stating "Elizabeth Ist cannot be supreme head of christ's militant church, nor yet any part".^(doc 2) When this speech was made, it was made at the beginning of Elizabeth's reign so most people

2f

were still new to having a ~~gi~~ women on the throne. John Knox also stated, "To promote a woman to bear rule, superiority, dominion, or empire above any realm, nation, or city, is against all Nature." Again, this was stated very early in Elizabeth's career and therefore many people didn't like having a woman on the throne. Although during the later parts of her career she was like more by her people there were a few that still didn't. A Roman Catholic Priest stated that Elizabeth ~~th~~ was becoming so popular that she ~~was~~ is taking over the place of Virgin Mary (doc 2). Now Edward Bibi Bighton, being a Catholic Priest had bias against Elizabeth for he was more of a man of God than of England.

Queen Elizabeth ~~the~~ I was a great leader, but she didn't get there without a little hate from her people. She was a woman during a time that

Write in the box the number of the question you are answering on this page as it is designated in the exam.

1B-5

men was superior to every thing so for some it was hard to grasp the idea that a woman was on the throne. Elizabeth was a strong believer for doing good for her country so she fought through the ~~times~~ those who went against her for the good of England.

Write in the box the number of the question you are answering on this page as it is designated in the exam.

1C-1

Elizabeth I of England reigned from 1558-1603. She did a lot for her country. She took her position very seriously. Many people saw her as a good ruler. Women were not seen as rulers during her reign which caused many people to resent her rule but there were also many exceptions due to her devotion to her country.

There were many people that didn't believe Elizabeth I of England should have been the queen. John Knox, in document one, says it against all nature for a woman to rule. He says this because he believes that god doesn't think that's right. They most likely added this document to show that religious people resented her rule along with others. In document five, The Second Book of Homilies, doesn't believe a woman should rule either. The book says she should have a husband to rule. This document was to show how much they believed women were to obey their husbands. In document eight it shows a picture drawn by Marcus Gheeraerts the Younger. This picture shows him not wanting Elizabeth to rule because the setting is all

Stormy and is standing on the country and it's cracked. This is to show that she will do horrible as a queen.

There were many people that believed Elizabeth would rule well. John Aylmer is one of them. He states that he defends her cause. They added document four to show that not only religious people had views on Elizabeth. In document seven, Edward Rishton shows great enough respect to her that he talks about her in a religious way and almost compares her to the Virgin Mary. They use this document to show how special some thought she was enough to sing hymns about her. In document ten ~~III~~ William Clowes tells all to pray for Elizabeth and wish her well. This shows the devotion to her given by some people. Many people gave respect and honor to queen Elizabeth.

Queen Elizabeth had many supportive followers as well as resentful protesters but nothing made her stop the devotion she had to her country and the people living in it. Elizabeth herself made many

Write in the box the number of the question you are answering on this page as it is designated in the exam.

1C-3

speeches. Some examples of them are in documents eleven and twelve. Both of these documents show her devotion. In document eleven she is speaking to Parliament about how she is married to her country and doesn't need to marry a man. They most likely used this document to show that she is more worried about her country than love. In document twelve Elizabeth is talking to English troops and telling them she has trust in them. She is also telling that she will take responsibility for them. This document shows that even though she's a woman she devotes herself even to her ~~her~~ army and troops.

There were many mixed feelings about Elizabeth's gender and rule even though she was a devoted ruler. Many thought she shouldn't rule but there were others that believed otherwise.

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Question 1

Overview

The purpose of the document-based question (DBQ) is to assess the degree to which students can analyze various types of historical documents in order to construct a meaningful analytical essay. Students' essays are evaluated on the extent to which they meet the requirements specified in the core scoring guidelines. Students who exceed these requirements can earn additional points in the expanded core, which is based on holistic assessment.

This particular DBQ asked students to construct a response to a two-task prompt. Students were first asked to identify ideas about gender that influenced the reign of Elizabeth I. Second, students were expected to explain how Elizabeth responded to these ideas. The documents comprised a variety of perspectives, including those critical of the idea of a woman ruler, those held by Elizabeth's supporters and close associates, and Elizabeth's own views.

Sample: 1A **Score: 8**

The thesis of the essay is acceptable because it presents an idea about gender (religious opposition to having a female ruler) and refers to several ways in which Elizabeth responded. The essay discusses all 12 documents. There are no major errors in interpretation and the thesis is well supported. The four point-of-view references (for documents 1, 7, 6 and 12, and a collective reference for documents 2, 8, 9 and 10) are valid, if not very sophisticated, because they provide sufficient historical context to substantiate somewhat plausibly the claim that these documents are "biased" in various ways. There are three appropriate groups (religious opponents, personal associates and Elizabeth's responses). The essay earned points in the expanded core because it presents a sophisticated discussion, discusses nuances in documents, and recognizes a clear distinction between Elizabeth's responses to issues of religious and political criticism. The essay earned core points 1 through 6, plus 2 points in the expanded core.

Sample: 1B **Score: 6**

The thesis, found in the essay's conclusion, is simplistic but adequate because it identifies an idea about gender (opposition to having a female ruler because of belief in male superiority) and refers to Elizabeth's responses. The essay discusses nine documents (documents 1, 2, 4, 6, 7, 9, 10, 11, 12). One document (document 11) is significantly misinterpreted and another (document 4) is misinterpreted as to the author's occupation, but the latter error does not result in document 4 being grouped incorrectly and was therefore judged not to be a major misinterpretation. The essay correctly interprets and supports the thesis with seven documents. There are numerous attempted point-of-view references, of which four (in documents 6, 9, 10 and 11) were deemed valid. There are three appropriate, if insufficiently articulated, groups (documents 11, 6, 12; documents 9, 10, 4; and documents 2, 1, 7). The essay did not earn any points in the expanded core because it presents minimally focused groups, unsophisticated analysis of the documents, and several unsuccessful point-of-view attempts. It earned only the core points, 1 through 6.

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2011 SCORING COMMENTARY**

Question 1 (continued)

Sample: 1C

Score: 2

The essay's thesis is unacceptable because it identifies an idea about gender (resentment of female rulers) but does not refer to any specific responses by Elizabeth. The essay discusses eight documents (documents 1, 4, 5, 7, 8, 10, 11, 12). It misinterprets two (documents 8, 7) and thus fails to earn core points 3 and 4. The essay speculates as to why individual documents were included in the question but does not present any valid point-of-view analysis. It contains three acceptable groups (critics, with documents 1 and 5 used correctly; supporters, with documents 4 and 10 used correctly; and Elizabeth's devotion to England, with documents 11 and 12 used correctly). The essay earned core points 2 and 6.