
AP[®] European History

Sample Student Responses and Scoring Commentary

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Short Answer Question 2

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timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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

(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.

(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.

Total for question 2 3 points

Write your answer to SHORT-ANSWER QUESTION 2 on this page only. Do NOT write outside the box. Do not skip lines.

- A) This painting depicts the Royal Academy of Science, which was a significant feature of the Scientific Revolution. Members are shown presenting their ideas to the French King, which shows the growing state sponsorship of the sciences and importance of exchanging ideas via intellectual clubs.
- C) The Enlightenment saw the continuation of the exchange of intellect through the use of gatherings like that of the Royal Academy of Science depicted in the painting. For example, Enlightenment thinkers met in salons and coffeehouses to discuss ideas, and Voltaire was known for his extensive letter correspondence with other thinkers.
- B) King Louis XIV likely commissioned the painting as a way of showing his support for the sciences and legitimizing his authority as an absolute monarch. By showing his grandfather in being surrounded by intellectuals like Jean-Baptiste Colbert, he was making himself more royal in the eyes of the aristocracy.

SAQ2 B

Write your answer to **SHORT-ANSWER QUESTION 2** on this page only. Do **NOT** write outside the box. Do not skip lines.

2a: One way this picture depicts a feature of the Scientific Revolution is the heliocentric model hanging in the background. Prior to the scientific revolution the common ~~best~~ belief was that the earth was the center of the universe which was disproved by the heliocentric model claiming the sun to be the center.

2b: King Louis XIV purpose for ~~commissions~~ commissions the painting is likely to establish his dominance & greatness within the viewers eyes. As an absolute monarch ~~he is~~ he commissions artwork that makes the ruler seem powerful, intelligent, and capable, as the leader. To prevent noble uprisings such as the one he experienced as a child king.

2c: The developments shown in the image ~~continued~~ changed as a result of the Enlightenment. The Enlightenment principles are what led to the french revolution and ultimately the murder of Louis XIV ~~successor~~ ~~and~~ later successor LOUIS XVI & his wife Marie Antionette. The Enlightenment principles of natural rights, ~~the~~ and the pursuit of ~~land~~, & liberty are what led to these changes.

Write your answer to **SHORT-ANSWER QUESTION 2** on this page only. Do **NOT** write outside the box. Do not skip lines.

A significant feature of the Scientific Revolution portrayed within this image is the globe and map of the world. These creations were new and up-to-date as countries explored and circumnavigated the world. King Louis XIV wanted to be able to visualize and show the outline of the world ~~to~~ to the French people. Developments within this image ~~are~~ changed during the Enlightenment as ~~scientists~~ scientists learned more and more including how ~~the~~ Earth is round. They were always updating their images of the world.

Short Answer Question 2

Note: Student samples are quoted verbatim and may contain spelling and grammatical errors.

Overview

a) Responses were expected to demonstrate the skill of analyzing a nontext source while developing an understanding of the historical situation (Scientific Revolution). Responses were expected to describe how scientific and technological objects and/or ideas embedded within the image (e.g., government patronage, sextant, maps, orbital, globes, and skeleton) were important components of the Scientific Revolution.

b) Describe King Louis XIV's likely purpose in commissioning the painting.

Responses were expected to contextualize the event featured in the image (i.e., Royal Academy of Science, 1667) as well as develop an understanding of the historical situation. Responses should have demonstrated the skill of determining point of view, audience, and/or purpose. Alternatively, responses were expected to demonstrate approaches that absolute monarchs, such as Louis XIV, incorporated to solidify power, reaffirm a sense of grandeur and prestige, as well as provide a tangible benefit for France.

c) Explain one way in which developments shown in the image changed or continued during the Enlightenment.

Responses were expected to make connections between the Scientific Revolution and the Enlightenment and to determine and discuss how various aspects of the image reflected change or continuity. Successful responses were expected to use the image to explain either continuity between periods (e.g., emphasis on reason, nature, empiricism, government patronage, and/or institutions that promoted knowledge) or change (e.g., perceptions about religion, increased secularization, and challenges to government power).

Sample: 2A

Score: 3

The response earned 1 point for part (a) because it highlights the importance of the monarchy financially supporting scientific development through the Royal Academy of Science.

The response earned 1 point for part (b) because it underscores Louis XIV's desire to be perceived majestically and thus to augment his authority.

The response earned 1 point for part (c) because it explains the continuity from expanding knowledge within institutions like the Royal Academy of Science during the Scientific Revolution to expanding knowledge within coffee houses and salons during the Enlightenment.

Sample: 2B

Score: 2

The response earned 1 point for part (a) because it links part of the image to the heliocentric model.

The response earned 1 point for part (b) because it describes Louis XIV's desire to be seen as a great and powerful leader.

Short Answer Question 2 (continued)

The response did not earn the point for part (c) because it only discusses the Enlightenment without adequately linking it to the developments depicted in the image.

Sample: 2C

Score: 1

The response earned 1 point for part (a) because it connects the new map and globe to the desire to further explore the world.

The response did not earn the point for part (b) because it does not adequately convey why Louis XIV would likely have this painting commissioned.

The response did not earn the point for part (c) because it does not specify accurately how developments in the image changed during the Enlightenment.