
AP[®] European History

Sample Student Responses and Scoring Commentary

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Document-Based Question

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Question 1: Document-Based Question, English Civil War

7 points

General Scoring Notes

- Except where otherwise noted, each point of these rubrics is earned independently; for example, a student could earn a point for evidence without earning a point for thesis/claim.
- **Accuracy:** The components of these rubrics require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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 essays 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.

Evaluate whether the English Civil War (1642–49) was motivated primarily by religious reasons or primarily by political reasons.

| Reporting Category | Scoring Criteria | |
|--|--|---|
| <p>Row A Thesis/Claim (0-1 points)</p> | <p>0 points Does not meet the criteria for one point.</p> | <p>1 point Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.</p> |
| Decision Rules and Scoring Notes | | |
| <p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • Are not historically defensible. • Only restate or rephrase the prompt. • Do not respond to the prompt. • Do not establish a line of reasoning. • Are overgeneralized. <p>Examples that do not earn this point:</p> <p>Provide a historically defensible claim, but do not establish a line of reasoning</p> <ul style="list-style-type: none"> • <i>“The English Civil war was primarily a religious conflict.”</i> <p>Establish a line of reasoning, but do not provide a historically defensible claim</p> <ul style="list-style-type: none"> • <i>“Puritans like Cromwell were the strongest opponents of the king.”</i> | | <p>Responses that earn this point:</p> <ul style="list-style-type: none"> • The response must provide a historically defensible thesis or claim that establishes a position on whether the English Civil War was motivated primarily by religious or political reasons. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument. <p>Examples that earn this point:</p> <p>Establish a line of reasoning that evaluates the topic of the prompt</p> <ul style="list-style-type: none"> • <i>“The English Civil war brought together groups opposing Charles’ political policies of ruling as an absolute monarch and his religious policies of dictating to the Church, so the motives were highly mixed.”</i> <p>Establish a line of reasoning that evaluates the topic of the prompt with analytic categories</p> <ul style="list-style-type: none"> • <i>“The rebellion against King Charles was driven by religious concerns over the threat of Catholicism and the King’s attempts to suppress Puritanism.”</i> <p>Establish a line of reasoning</p> <ul style="list-style-type: none"> • <i>“The leaders of the rebellion in the English Civil war were mostly interested in defending the powers of Parliament against the king and thus they were politically motivated.”</i> (Minimally acceptable thesis/claim) |
| <p>Additional Notes:</p> <ul style="list-style-type: none"> • The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs). • The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period. | | |

| Reporting Category | Scoring Criteria | | | | | |
|---|--|--|--|---|---|--|
| <p>Row B Contextualization (0-1 points)</p> | <p>0 points Does not meet the criteria for one point.</p> | <p>1 point Describes a broader historical context relevant to the prompt.</p> | | | | |
| Decision Rules and Scoring Notes | | | | | | |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • Provide an overgeneralized statement about the time period referenced in the prompt. • Provide context that is not relevant to the prompt. • Provide a passing phrase or reference. </td> <td style="width: 50%; padding: 5px;"> <p>Responses that earn this point:</p> <ul style="list-style-type: none"> • Accurately describe a context relevant to whether the English Civil War was motivated primarily by religious or political reasons </td> </tr> <tr> <td style="width: 50%; padding: 5px;"> <p>Examples that do not earn this point:</p> <p>Do not provide context relevant to the topic of the prompt</p> <ul style="list-style-type: none"> • <i>“England was an expanding power in Europe and the world until the English began to fight among themselves.”</i> <p>Provide an overgeneralized statement about the time period referenced in the prompt</p> <ul style="list-style-type: none"> • <i>“Europe was experiencing massive religious conflict in the 1600s and England was no exception.”</i> <p>Provide a passing phrase or reference</p> <ul style="list-style-type: none"> • <i>“At the time of the Civil War, England was ruled by a king and Parliament.”</i> </td> <td style="width: 50%; padding: 5px;"> <p>Examples of relevant context that earn this point include the following if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> • Protestant Reformation in England—creation of the Anglican Church • Tudor expansion of royal power • James and Charles’ absolutist tendencies • English Parliament’s role in government • Suppression of Roman Catholicism in England • Rise of Puritanism • New monarchies • Enlightenment ideas about rights <p>Examples of acceptable contextualization:</p> <ul style="list-style-type: none"> • <i>“England had a long-standing tradition of requiring the king to work with Parliament when making important decisions and raising new taxes.”</i> • <i>“After the Protestant Reformation in England, the king was supposedly the head of the English Church, but many religious radicals, known as Puritans, began to think the king had not reformed the church enough.”</i> </td> </tr> </table> | | | <p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • Provide an overgeneralized statement about the time period referenced in the prompt. • Provide context that is not relevant to the prompt. • Provide a passing phrase or reference. | <p>Responses that earn this point:</p> <ul style="list-style-type: none"> • Accurately describe a context relevant to whether the English Civil War was motivated primarily by religious or political reasons | <p>Examples that do not earn this point:</p> <p>Do not provide context relevant to the topic of the prompt</p> <ul style="list-style-type: none"> • <i>“England was an expanding power in Europe and the world until the English began to fight among themselves.”</i> <p>Provide an overgeneralized statement about the time period referenced in the prompt</p> <ul style="list-style-type: none"> • <i>“Europe was experiencing massive religious conflict in the 1600s and England was no exception.”</i> <p>Provide a passing phrase or reference</p> <ul style="list-style-type: none"> • <i>“At the time of the Civil War, England was ruled by a king and Parliament.”</i> | <p>Examples of relevant context that earn this point include the following if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> • Protestant Reformation in England—creation of the Anglican Church • Tudor expansion of royal power • James and Charles’ absolutist tendencies • English Parliament’s role in government • Suppression of Roman Catholicism in England • Rise of Puritanism • New monarchies • Enlightenment ideas about rights <p>Examples of acceptable contextualization:</p> <ul style="list-style-type: none"> • <i>“England had a long-standing tradition of requiring the king to work with Parliament when making important decisions and raising new taxes.”</i> • <i>“After the Protestant Reformation in England, the king was supposedly the head of the English Church, but many religious radicals, known as Puritans, began to think the king had not reformed the church enough.”</i> |
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| <p>Additional Notes:</p> <ul style="list-style-type: none"> • The response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. • To earn this point, the context provided must be more than a phrase or reference. | | | | | | |

| Reporting Category | Scoring Criteria | | |
|---|--|--|---|
| Row C Evidence (0-3 points) | Evidence from the Documents | | |
| | 0 points Does not meet the criteria for one point. | 1 point Uses the content of at least three documents to address the topic of the prompt. | 2 points Supports an argument in response to the prompt using at least six documents. |
| | Decision Rules and Scoring Notes | | |
| Responses that do not earn points: <ul style="list-style-type: none"> Use evidence from less than three of the documents Misinterpret the content of the document Quote, without an accompanying description, of the content of the documents Address documents collectively rather than considering separately the content of each document | Responses that earn 1 point: <ul style="list-style-type: none"> Accurately describe — rather than simply quote — the content from at least three of the documents to address the topic of whether the English Civil War was motivated primarily by religious or political reasons. Examples of describing the content of a document: Describe evidence from the documents relevant to the topic but do not use that evidence to support an argument <ul style="list-style-type: none"> (Document 2) <i>“The court record recounts the beliefs of a group of Anabaptists who refused to obey England’s religious law.”</i> (Document 5) <i>“Jonathan Langley’s letter states that he is reluctant to choose sides in the war.”</i> | Responses that earn 2 points: <ul style="list-style-type: none"> Support an argument in response to the prompt by accurately using the content of at least six documents. Examples of supporting an argument using the content of a document: <ul style="list-style-type: none"> (Document 6): <i>“The banner has an image of the Magna Carta, a symbol of the political power of Parliament, which indicates the political motivation for fighting against the king.”</i> (Connects the contents of a document to an argument about political motives.) (Document 3): <i>“Lucy Hutchinson claims her husband was concerned by both religious and political developments, but that he saw the political attempt to destroy the power of Parliament as the real reason to fight.”</i> (Connects the contents of a document to an argument about the mix of religious and political motives.) | |
| Additional Notes: <ul style="list-style-type: none"> To earn 2 points, the response does not have to use the six documents in support of a single argument—they can be used across sub-arguments or to address counterarguments. | | | |

| | | |
|--|--|---|
| Row C (continued) | Evidence Beyond the Documents: | |
| | <p>0 points Does not meet the criteria for one point.</p> | <p>1 point Uses at least one additional piece of the specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.</p> |
| | Decision Rules and Scoring Notes | |
| <p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • Provide evidence that is not relevant to an argument about the prompt. • Provide evidence that is outside the time period or region specified in the prompt. • Repeat information that is specified in the prompt or in any of the documents. • Provide a passing phrase or reference. | <p>Responses that earn this point:</p> <ul style="list-style-type: none"> • Must use at least one specific piece of historical evidence relevant to an argument about motivations for the English Civil War. <p>Examples of relevant evidence beyond the documents that earn this point include the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> • Previous Tudor rulers (Mary, Elizabeth, etc.) • Divine Right of kings • Ship tax • Oliver Cromwell • Stuart Absolutism <p>Examples of relevant evidence beyond the documents that earn this point include the following:</p> <p>Examples of evidence beyond the documents relevant to an argument about the prompt:</p> <ul style="list-style-type: none"> • <i>“Prior to calling Parliament in 1640, Charles had ruled for several years by issuing decrees and not calling Parliament.”</i> (Provides a piece of evidence not in the documents relevant to an argument about the prompt) • <i>“Many of the strongest units in the Parliamentary army were led by highly religious men such as Oliver Cromwell.”</i> (Provides a piece of evidence not in the documents relevant to an argument about the prompt) | |
| <p>Additional Notes:</p> <ul style="list-style-type: none"> • Typically, statements credited as evidence will be more specific than statements credited as contextualization. • To earn this point, the evidence provided must be different from the evidence used to earn the point for contextualization. • To earn this point, the evidence provided must be more than a phrase or reference. | | |

| Reporting Category | Scoring Criteria | |
|---|---|--|
| Row D Analysis and Reasoning (0-2 points) | Sourcing | |
| | 0 points Does not meet the criteria for one point. | 1 point For at least three documents, explains how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument. |
| Decision Rules and Scoring Notes | | |
| Responses that do not earn this point: <ul style="list-style-type: none"> Explain sourcing for less than three of the documents. Identify the point of view, purpose, historical situation, and/or audience but fail to explain how or why it is relevant to an argument. Summarize the content or argument of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience. | Responses that earn this point: <ul style="list-style-type: none"> Must explain how or why—rather than simply identifying—the document’s point of view, purpose, historical situation, or audience is relevant to an argument that addresses the prompt for each of the three documents sourced. | |
| Examples that do not earn this point: Identify the point of view, purpose, historical situation, and/or audience, but do not explain how or why it is relevant to an argument <ul style="list-style-type: none"> <i>“Captain Hooker’s banner was intended to display his beliefs during battle.”</i> Summarize the content of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience <ul style="list-style-type: none"> <i>“Peyton is writing to a family member about the king’s anger at some members of Parliament.”</i> | Example of acceptable explanation of the significance of the document’s purpose: <ul style="list-style-type: none"> (Document 7): <i>“The Catechism is intended to provide soldiers with a simple list of mostly religious reasons why the rebellion against the king is justified.”</i> (Connects the purpose of the document to an argument about the influence of religion on motivations.) Example of acceptable explanation of the relevance of the audience of a source: <ul style="list-style-type: none"> (Document 4): <i>“Lady Sydenham is writing privately to a friend about her husband’s political choice and so she is candid about the greater strength of the Parliamentary side even while she argues against it.”</i> (Connects information about the audience of the document with an argument about political motivations.) Example of acceptable explanation of the significance of the historical situation of a source: <ul style="list-style-type: none"> (Document 5): <i>“Langley is seeking protection from local officials as the civil war is intensifying and he hopes to stay neutral by portraying himself as loyal to Protestantism.”</i> (Provides information about the situation of the source relevant to an argument about the importance of religious motivations.) | |

| Row D (continued) | Complexity | |
|---|--|---|
| | <p>0 points Does not meet the criteria for one point.</p> | <p>1 point Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.</p> |
| Decision Rules and Scoring Notes | | |
| | | <p>Responses that earn this point: May demonstrate a complex understanding in a variety of ways, such as:</p> <ul style="list-style-type: none"> • Explaining nuance of an issue by analyzing multiple variables. • Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects. • Explaining relevant and insightful connections within and across periods. • Confirming the validity of an argument by corroborating multiple perspectives across themes. • Qualifying or modifying an argument by considering diverse or alternative views or evidence. <p>Demonstrating complex understanding might include any of the following if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> • Analyzing multiple variables, such as exploring how some opponents of the King used political means to further a religious agenda (Explains nuance) • Explaining how the opposition to Charles was not monolithic and included those inspired by fear of Catholicism and those inspired by resistance to absolutism (Explains multiple causes) • Explaining insightful connections across periods, for instance, by constructing an argument that explains how the political and governmental issues of the English Civil War were only finally settled by the Glorious Revolution (Explains relevant and insightful connections) • Qualifying the argument by noting that the separation between religious and political motivations is often difficult to make in the sources (Corroborates, qualifies, or modifies an argument by considering diverse or alternative views or evidence) |
| <p>Additional Notes:</p> <ul style="list-style-type: none"> • This demonstration of complex understanding must be part of the argument, not merely a phrase or reference. | | |

Document Summaries

| Document | Summary of Content | |
|--|---|---|
| 1. Peyton letter | <ul style="list-style-type: none"> Peyton describes how the King dissolved Parliament because of “agitators” in the House of Commons Peyton also indicates that the King tried to assuage Parliament’s religious concerns | <ul style="list-style-type: none"> Peyton is writing to a family member who probably shares his political views, so he frankly shares his opinion that the king’s political decision is “no good news” (audience) |
| 2. Report on Anabaptists | <ul style="list-style-type: none"> The accused Anabaptists assert that they will not obey the law requiring them to attend Anglican services The Anabaptists also assert that the monarch has no religious authority | <ul style="list-style-type: none"> As a court record produced by the government, the report presents the most shocking beliefs of the Anabaptists (purpose) The inquiry is taking place at a time when religious dissent from the Anglican Church was widespread and often had a political dimension because the King was also the head of the Church of England (historical situation) |
| 3. Lucy Hutchinson’s account of her husband’s decision | <ul style="list-style-type: none"> Describes how her husband, despite thinking the king was a threat to Protestantism and political liberty, did not feel he should actively join the rebellion | <ul style="list-style-type: none"> Hutchinson, writing when many people have chosen sides, seeks to portray her husband’s neutrality as a careful, reasoned choice (historical situation) |
| 4. Lady Sydenham’s letter to the wife of a Parliamentary supporter | <ul style="list-style-type: none"> Sydenham acknowledges the Parliamentary side is stronger She questions the rightness of their cause, saying they are misusing the idea of liberty | <ul style="list-style-type: none"> Sydenham is attempting to change Lady Verney’s mind by pointing out the adverse political consequences of the Parliamentarians’ ideas and methods (purpose) As a royalist, Sydenham focuses on the most questionable political actions of the Parliamentary supporters (point of view) |
| 5. Langley letter | <ul style="list-style-type: none"> Langley discounts the religious accusations of both sides He requests protection so that he is not forced to fight or imprisoned | <ul style="list-style-type: none"> Because he is trying to avoid choosing sides, Langley focuses on what he sees as the biggest source of conflict, religion (purpose) Because he is writing to Royalists, Langley is careful to insist that he has no political differences with the king (audience) |

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| <p>6. Captain Hooker’s battle flag</p> | <ul style="list-style-type: none"> • Image of the Magna Charta • Motto asking for God’s support to preserve the law | <ul style="list-style-type: none"> • Because it is a battle flag, it attempts to convey a simple, straightforward message about the reasons for opposing the king (purpose) • The use of the Magna Charta, a powerful symbol of liberty for people in England, is intended to link the Parliamentary cause with the defense of traditional rights (historical situation) |
| <p>7. Soldier’s Catechism</p> | <ul style="list-style-type: none"> • Contains declarations for soldiers in the Parliamentary Army • States that the reasons to fight are to preserve Parliament and to protect Protestantism | <ul style="list-style-type: none"> • The document is aimed at less educated members of society and takes the form of religious instruction, which most of them would have been familiar with (audience) • Because it is intended to be presented to the whole army, it covers both religious and political reasons to fight (purpose) |

Important: Completely fill in the circle that corresponds to the question you are answering on this page.

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Question 2

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Question 4

Begin your response to each question at the top of a new page. Do not skip lines.

The English Civil War from 1642 to 1649 was a war motivated by several factors. Both religious divisions between Catholics and various branches of Protestantism and divisions between Royalists and Parliamentarians significantly contributed. However, the religious causes of the war were often only an illusion, and were not as influential as they were made out to be. In reality, conflict over whether ~~Britain's~~ England's political power should primarily belong to the monarch or Parliament was the true motivator of the war.

Beginning in 1517, the Protestant Reformation split Christianity from its previous unity under Catholicism. The Protestant Reformation allowed for the development of other branches of Christianity, such as Lutheranism, Calvinism, and Anglicanism. The Church of England was established with the Act of Supremacy (1534), which placed the monarch as the head of the Church. Later on, this was enforced as the only religion of England, and all Tudor rulers followed it. When the Stuart monarchy came to the throne with the reign of James I, the influence of Catholicism was seen once again. In addition, James desired more political

Page 2

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power than the system established by Elizabeth I allowed him. This idea was thwarted by his successor Charles I.

The English Civil War ~~begin~~ was caused directly by Charles I's dissolution of Parliament, which helped him achieve the political power he desired. According to Sir Thomas Peyton, in his dissolution, he claimed he would protect the purity of religion in England (Doc 1). ~~He clearly~~ In stating this, Charles clearly understood the religious motivations of the members of Parliament. However, this act was not a religious act, it was done in order to shift political power. According to a government official, there were ongoing conflicts between Catholicism and Protestantism at the time (Doc 3). He, too, believed that these motivations were not the true cause of the war, which was rather influenced by the fight for English liberties. In addition, these religious conflicts were further described by a merchant in a letter to a Royalist politician. In contrast, ~~he~~ he claimed both sides of the war claimed to defend Protestantism and claimed the other side was Catholic ~~the~~ (Doc 5). This again

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undermines the idea that religion was a true motivator of the war. As a letter to a Royalist, this source may be biased and therefore unreliable. This is due to the possibility of the author attempting to escape angering the recipient by insulting the monarchy, so it may underestimate the political depth of the movement.

As seen clearly, both religious and political factors were intertwined in the cause of the English Civil War. There were some primarily religious causes, however. Public dissent against the government played a role in the cause of the war. This public dissent was motivated by religion. For example, Anabaptists in England believed they should not listen to the king on religious matters (Doc 2). This idea exemplified the still-important role of religion in the state. In addition, the war was not solely between Catholics and Anglicans. Other Protestant sects, such as the previously mentioned Anglicans and the Puritans also fought against monarchical control. Religious motives were seen finally in the reasons given to soldiers to fight. Many of

Page 4

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These reasons cited the protection of Protestantism and the influence of God on politics (Doc 7). As a ~~source~~ public resource for soldiers, this source intended to display the reasons for the war. Because of this, the reliability is questionable due to how truly it represented the motives, or whether the cited motives were only for public view.

Though religious motives certainly had influence, political motives were the true factor behind the war. This was demonstrated most clearly by the emphasis on law in ~~documents~~ those fighting. For example, a flag carried by an Parliamentary Army officer cited the primary desire to preserve the law (Doc 6). Another example is demonstrated by a letter that claims Royalist fought for their lawful king (Doc 4). This letter was written to a ~~the~~ Parliament supporter, making the argument potentially unreliable as it attempted to sway the recipient's opinion. The English Civil War was heavily influenced by the ideas ~~of~~ of English liberties. This is most seen because the primary conflict occurred between Parliament and the King not between religions.

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~~The people of England sought~~
 Parliamentarians believed the true heart of the government should have been in the hands of Parliament, while Royalists believed it was the monarch who deserved this power. Though the beginning of the war was influenced by religious differences among members of the government, the true cause was the political structure of England.

After the English Civil War, a period of military dictatorship overtook England under Oliver Cromwell. Following his death, the reestablished monarchy continued to fight political divisions over where the seat of power should be. This conflict finally came to a close after the Glorious Revolution of 1688. The establishment of William of Orange as the monarch and the Bill of Rights created the basis for the long-term constitutional monarchy of England. Though the English Civil War is often viewed by historians as the last religiously influenced war, it was not truly caused by religious conflicts. Instead, the true motivator was divisions over the shape of the government.

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In the 16th century the protestant Reformation began with Martin Luther and his new religion, Lutheranism. The Protestant Reformation sparked arguments and religious wars. One of these wars was the English Civil War which was fought primarily for religious reasons.

The English parliament believed that they were followers of the true religion. Document three is a letter of a ~~man~~ wife about her husband, who supported the parliament. Hutchinson believed that the parliament supported the true protestant religion and that the royalists wanted to bring back Roman Catholicism. Lucy Hutchinson's point of view was that her husband knew the truth. (D3) Captain Hooker was an officer of the Parliamentary Army and he supported their religious views. He showed this by carrying around a flag supporting the parliament. (D6) The leaflet outlines reasons as to why the parliament is fighting. It states how the king has been corrupted and the parliament supports the true protestant religion. The audience of this document is the parliamentary army and they are meant to be angered to take action. (D7)

The other side of the war was those who believed the royalists practiced the true religion. Thomas Peyton was a member of parliament but he wrote in his letter about how the king didn't support the parliament. The king believed he was promoting the true religion and Peyton expressed this in his letter. (D1) Royal officials accused anabaptists of secretly meeting. They denounced the law 35 of Elizabeth. These royal officials truly believed the anabaptists were mistaken in their religious beliefs. (D2) Lady Sydenham was the wife of a royalist and she supported the royalist religion wholeheartedly. Her

Page 2

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letter was to Lady Verney whose husband was a parliament supporter.
The purpose of her letter was to convince Lady Verney why her husband was part of the wrong side. (D4)

In conclusion, the primary purpose of the English Civil War was religious reasons. Both the parliament and Royalists of England believed that their religion was the true one.

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Question 3

Question 4

Begin your response to each question at the top of a new page. Do not skip lines.

Prior to the ~~the~~ English civil war the power of the church was questioned as was the king's power. The church was seen as taking advantage of the people with the selling of indulgences and inaccurate scriptures. A reformation to change how the church taught was established, the ~~protestant~~ protestant reformation, the church did lose some of its power and influence which passed on to the king, who became the voice of the people. The English Civil war (1642-1649) was motivated primarily by ~~political~~ religious reasons as the king began to betray his nation's people.

At first as many people opened their eyes to the protestant religion, their ~~the~~ objective was to keep the new and better religion and the king promised that. Sir Thomas Peyton's encounter with the king in his letter to his brother shows how the king reassured the House of Lords that he will preserve the ~~church~~ protestant religion in its state of purity and truth (Doc 1). The king and parliament are disputing on bringing back popery and taking away protestant religion in memory of the life of Colonel Hutchinson, Governor of Nottingham castle and town. A religion that was fought for was now wanting to switch back to popery. The king is adding more controversy to his life now (Doc 3). Other than lying, the king was now destroying his community. The king took

Page 4

Use a pen with black or dark blue ink only. Do NOT write your name. Do NOT write outside the box.

● **Important:** Completely fill in the circle that corresponds to the question you are answering on this page.

Mandatory
Question 1

Question 2

Choose one
Question 3

Question 4

Begin your response to each question at the top of a new page. Do not skip lines.

liberty from his subjects, took their homes away. His actions also don't go with religious laws but his power got to him and is taking advantage of his people. ~~The taking away of liberties and plans on bringing back papacy was just enough for a ~~year~~ (Doc 3) sooner or later the people under the king grew to dislike him as he did not represent his people correctly instead he destroyed their peace with him, king, (Doc 4). In the perspective of John Langley is unsure on who to support as the king and parliament have different ideas but both support the protestant religion. Religion seems to be what's putting the parliament and king at feud (Doc 5).~~

In conclusion religious ties led to the English civil war.

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Use a pen with black or dark blue ink only. Do NOT write your name. Do NOT write outside the box.

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Question 1—Document-Based Question

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

Overview

The Document Based Question (DBQ) is designed to evaluate the degree to which students can analyze various types of historical documents in constructing an essay that responds to the tasks required by the prompt. Responses are assessed on the extent to which they meet seven requirements specified in the generic rubric and the scoring guidelines.

The 2022 DBQ asked students to evaluate whether or not the English Civil War was motivated primarily by religious or political reasons. Students were provided with seven documents (one of which was an image) on which to base their responses. To answer this question, students had to have an understanding of the early modern period, religious changes linked to the Protestant Reformation, and challenges to royal authority in England (Key Concepts 1.2.1 and 1.5.1) and had to evaluate the primary cause (religion or politics) of the English Civil War (Key Concept 1.5 III).

Students were asked to write an essay containing a historically defensible thesis that takes a position and establishes a line of reasoning about whether politics or religion was the main cause of the English Civil War. The responses were expected to provide context by linking the English Civil War to a broader historical development or event relevant to the prompt (e.g., religious changes associated with the Protestant Reformation or challenges to Stuart absolutism).

To earn 1 point for evidence, students were required to describe the content of at least three documents to address the primary cause of the English Civil War. To earn 2 evidence points, students had to accurately use the content of at least six documents to support an argument or arguments. To earn a third point, students were required to use one additional relevant piece of specific historical evidence.

Students were expected to identify and explain the significance of the audience, purpose, point of view, or historical situation for at least three documents/sources, including how the chosen feature is relevant to an argument concerning the causes of the English Civil War. Finally, responses were required to demonstrate a complex understanding of the causes of the English Civil War by analyzing multiple variables or causes, linking arguments to change and continuity over time, making relevant and insightful connections within and across time periods and geographic areas or themes, or qualifying or modifying an argument by considering diverse or alternative viewpoints or evidence.

Sample: 1A

Score: 6

Thesis/Claim: 1

Contextualization: 1

Evidence: 2

Analysis and Reasoning: 2

Question 1—Document-Based Question (continued)

A. Thesis/Claim (0–1 points): 1

The response earned 1 point for a thesis at the end of the first paragraph that establishes a line of reasoning and evaluates the prompt by stating that the power struggle between Parliament and the king was the main cause of the English Civil War.

B. Contextualization (0–1 points): 1

The response earned 1 point for contextualization for a discussion of the Protestant Reformation and the English Reformation in paragraph two.

C. Evidence (0–2 points): 2

Evidence from the Documents

The response earned 2 points for using Documents 1, 3, 4, 5, and 6 in support of an argument linked to the struggle between the king and Parliament. Documents 2 and 7 support an argument about less significant religious causes of the English Civil War.

Evidence Beyond the Documents

The response did not earn the point for evidence beyond the documents because information linked to the Protestant Reformation (paragraph 2) or political developments after the English Civil War (final paragraph) is counted for contextualization or complexity.

D. Analysis and Reasoning (0–2 points): 2

Document Sourcing

The response earned 1 point for sourcing Documents 5 (audience), 7 (purpose), and 4 (audience/purpose).

Demonstrating Complex Understanding

The response earned 1 point for complexity for the sustained and nuanced argument that considers both religious and political motivations throughout the essay.

Sample: 1B

Score: 4

Thesis/Claim: 1

Contextualization: 1

Evidence (0–2 points): 2

Analysis and Reasoning: 0

A. Thesis/Claim (0–1 points): 1

The response earned 1 point for thesis because the conclusion establishes an argument with a line of reasoning about the religious differences between the Parliament and royalists in England.

Question 1—Document-Based Question (continued)

B. Contextualization (0–1 points): 1

The response earned 1 point for contextualization found in the first paragraph linking the Protestant Reformation and religious wars to the English Civil War, which was also caused by religious differences.

C. Evidence (0–2 points): 2

Evidence from the Documents

The response earned 2 points for using Documents 1, 2, 3, 4, 6, and 7 in support of arguments about religious differences.

Evidence Beyond the Documents

The response does not include any evidence beyond the documents.

D. Analysis and Reasoning (0–2 points): 0

Document Sourcing

The response did not earn any points for analysis and reasoning, although the response does successfully source Documents 7 (audience) and 4 (purpose). Other attempts to source documents do not rise above document summary and attribution.

Demonstrating Complex Understanding

The response did not earn the point for complexity because it does not address multiple variables or causes, make connections across periods, or qualify the argument.

Sample: 1C

Score: 2

Thesis/Claim: 0

Contextualization: 1

Evidence: 1

Analysis and Reasoning: 0

A. Thesis/Claim (0–1 points): 0

The response did not earn a point for thesis because the attempt in the introduction is not historically defensible, and the attempt in the conclusion is a restatement of the prompt.

B. Contextualization (0–1 points): 1

The response earned 1 point for contextualization in the first paragraph with a discussion of the Protestant Reformation that sets up an argument linked to the increased power of the king.

Question 1—Document-Based Question (continued)

C. Evidence (0–2 points): 1

Evidence from the Documents

The response earned 1 point for using information from Documents 1, 3, 4, and 5 to address the topic of the prompt.

Evidence Beyond the Documents

The response does not include any evidence beyond the documents.

D. Analysis and Reasoning (0–2 points): 0

Document Sourcing

The response did not earn any points for analysis and reasoning because there is no attempt at sourcing.

Demonstrating Complex Understanding

The response did not earn the point because there is no evidence of complexity.