

2023

AP[®]



AP[®] European History

Sample Student Responses and Scoring Commentary

Set 1

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Short-Answer Question 2

- Scoring Guidelines**
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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timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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 a likely audience of the declaration. **1 point**

Examples that earn this point include the following:

- A likely audience is government authorities, to whom he's explaining his reasons for refusing to sign the constitutional oath.
- Another audience is his parishioners or other Catholics, explaining his refusal and the important relationship between the Church and the French nation.
- He could be explaining to fellow members of the clergy who might be thinking of resisting the revolutionary government or giving in to it.

(B) Explain one way in which the declaration reflects a development during the French Revolution. **1 point**

Examples that earn this point include the following:

- The National Assembly was attacking the power and wealth of the Church in France because it owned land and collected tithes/taxes.
- The Assembly tried to force clergy members to sign an oath of allegiance to France rather than the Church.
- The Revolutionary government had nationalized Church land, making it far less powerful and more subservient to France than before.
- The first phase of the French Revolution had begun, and its government was attempting to limit the power of the traditional elite, including the First Estate.
- Enlightenment ideas held by revolutionaries emphasized the importance of a separation of church and state rather than obedience to traditional religious powers.
- The Revolutionary government now paid clerical salaries, tying them to the state.

- (C)** Explain one effect after 1791 of ideas such as those expressed in Baude’s declaration. **1 point**

Examples that earn this point include the following:

- The nationalization of Church property and clergy was not enough to satisfy the revolutionary government, which led to further challenges to the Church in France.
- The radical phase of the French Revolution, led by Robespierre, further attacked the Church and Christianity, attempting to remove all aspects of Christianity from French life.
- The radical attack on the Church and Christianity alienated some French citizens, which was part of the reason why the radical phase failed, and the conservative phase followed.
- Napoleon sought an accommodation with the Catholic Church in the Concordat of 1801 in order to win over French Catholics alienated by the Revolution’s stance against the Church.
- Despite the fact that the radical phase of the Revolution failed, and the attempted de-Christianization of France failed overall, the trend of secularism seen during the Revolution continued after the Revolution.
- Revolutionary attacks on the Church led some clergy members and supporters to leave France.

Total for question 2 3 points

a. The most likely audience of the declaration are fellow Catholic French citizens who may attend Baude's church or are listening to his declaration. Since Baude preaches to fellow Catholics who are most likely more loyal to the Catholic King than to the French Revolutionists, Baude is most likely speaking to them, encouraging them to remain faithful to Catholicism and the monarchy.

b. The declaration highlights how the new government resulting from the French Revolution based itself on enlightenment principles of political equality, democracy and separation of church and state. Instead of being governed by the Monarchy and the Church, the new government that Baude is denouncing is a democratic republic based on enlightenment principles.

c. French citizens who denounced the new French government and the revolutionists were persecuted and punished in the new French Republic. Ideas expressed by people like Baude, who refused to take an oath to the new government (National Assembly), were most likely jailed or executed in government campaigns such as the Reign of Terror. This campaign, where the government executed tons of political adversaries, loyalists and anyone who opposed the republic and revolution, was implemented by the new French government to maintain power and promote their revolutionist ideals.

a. Baude's audience is likely the fellow Catholics he served as priest. These Catholics, like him, were probably disgruntled by the King and French National Assembly's requirements of priests to take an oath recognizing the King as the primary authority in the Catholic church in France which cast aside the papal authority as the head of the Church.

b. The declaration reflects the expanding social control of the post-revolutionary French government--ironic given its purpose to expel tyranny. Because of the power they recognized in the Catholic faith of the French people, the leaders after the French Revolution believed it necessary to take control of the entire Catholic structure in France.

c. Ideas presented by Baude such as staying true to one's faith even in the face of social, political, and economic consequences resulted in Napoleon Bonaparte's fierce persecution of Catholics. He realized how difficult it would be to control the ancient structure of the Catholic church even within his own country, and thus decided the next best option was its eradication.

- a. A likely audience of this declaration could be towards the National Assembly and/or the Pope/bishops. The author of the declaration is trying to convey his beliefs by stating that he is no longer loyal and obedient to the National Assembly. He claims that this statement of his should convince others to put their trust and loyalty into the right thing or person.
- b. This declaration reflects a development during the French Revolution as it shows one person revolting against the Church and the National Assembly. This demonstrates the confidence that people gained during the French Revolution. People did this in order to fight for their religious beliefs and freedom.
- c. One effect after 1791 of ideas similar to these expressed in J.A. Baudes declaration would be the revolutions and rebellions performed by citizens. As I said in my previous paragraph, people were gaining confidence in themselves which allowed for easier protests and rebellions in order for the people to achieve their goals of religious freedom.

Short Answer Question 2

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

Overview

a) Describe a likely audience of the declaration.

Responses to this part of the prompt were expected to offer a minimally accurate description of the declaration's audience, which could include Christians, government officials, or clergymen. The time period and concepts are addressed in the curriculum framework in topic 5.4 (French Revolution).

b) Explain one way in which the declaration reflects a development during the French Revolution.

Responses were expected to explain one way the declaration reflects a development during the French Revolution. Evidence from a variety of topics in the French Revolution, such as the impact of the Enlightenment or the increase in de-Christianization, could be utilized. These concepts are addressed in the curriculum framework in topics 5.4 (The French Revolution) and 4.3 (The Enlightenment). Students could also use evidence from the Jacobin Republic or the Reign of Terror.

c) Explain one effect after 1791 of ideas such as those expressed in Baude's declaration.

Responses to this part of the prompt were expected, at a minimum, to explain an effect after 1791 of ideas expressed by Baude within the French Revolution, Napoleonic Era, or the Congress of Vienna. The chronological period and concepts are addressed in the curriculum framework in topics 5.4 (The French Revolution), 5.6 (Napoleon's Rise, Dominance, and Defeat), 5.7 (The Congress of Vienna), and 6.5 (The Concert of Europe and European Conservatism).

Sample: 2A

Score: 3

The response earned the point for part (a) by describing the audience as Catholic French citizens who Baude believes should remain faithful to Catholicism and the monarchy.

The response earned the point for part (b) because the response reflects how the new government resulting from the French Revolution based itself on Enlightenment principles of political equality, democracy, and separation of church and state.

The response earned the point for part (c) by explaining the effects of the radical actions of the Reign of Terror for executing anyone who opposed the revolution such as political adversaries or loyalists.

Short Answer Question 2 (continued)

Sample: 2B

Score: 2

The response earned the point for part (a) by describing the audience as the author's fellow Catholics that he served as a priest and how disgruntled Catholics were with the oath's elevation of the king's authority over the Church.

The response earned the point for part (b) by explaining the need of the new French government to take complete control of the Catholic structure in France.

The response did not earn the point for part (c) because it inaccurately states that Napoleon undertook the persecution of Catholics.

Sample: 2C

Score: 1

The response earned the point for part (a) by describing the audience as the National Assembly and how the author is no longer loyal to the National Assembly.

The response did not earn the point for part (b) because the response only mentions religious beliefs and freedom but does not explain a development during the French Revolution.

The response did not earn the point for part (c) because the response essentially repeats the same generalization about protests and rebellions mentioned in the response to part (b) but does not explain the effect of ideas like Baude's after 1791 with any specificity.