

2023



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# AP<sup>®</sup> European History

## Sample Student Responses and Scoring Commentary Set 2

### **Inside:**

#### **Short-Answer Question 2**

- Scoring Guidelines**
- Student Samples**
- Scoring Commentary**

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timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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

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**(A)** Describe one argument made in the passage. **1 point**

**Examples that earn this point include the following:**

- The king has the greatest power.
- The king's authority comes from God.
- The power of the king is superhuman and divine.
- The wishes of the king should be treated as commands.
- The power of the king does not come from the people he rules.

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**(B)** Describe one relevant context in which the sermon was delivered. **1 point**

**Examples that earn this point include the following:**

- The development of new monarchies/more centralized states.
  - The emergence of absolutist theories of monarchy.
  - Religious conflicts between Catholics and Protestants and between Protestant sects.
  - Disputes in England between the Crown and Parliament.
  - Attempts by the Stuart monarchy to consolidate power.
  - The Church of England had the monarch at its head.
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- (C)** Explain one way in which views such as those expressed in the passage were challenged later in the 1600s. **1 point**

**Examples that earn this point include the following:**

- Emergence of ideas of popular sovereignty during the early Enlightenment (John Locke) led political thinkers to challenge the notion of the power of monarchy.
- During the early Enlightenment some scientists and intellectuals became more critical of monarchical absolutism.
- The English Civil War overthrew the monarchy and executed the king.
- The Glorious Revolution overthrew the existing monarchy and established parliamentary supremacy.

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**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.

2A) An argument made in the passage is that ~~nothing~~ god gave the kings of countries a divine power & that the kings commands are an extension of the commands of god.

B) In England King Henry VIII had split away from the catholic church & formed the church of England. This is because he challenged the rule of the Catholic Priests who were challenging his own power. In an effort to assert his own power King Henry VIII's new church saw himself as the head, so it makes sense that an english Reverend is preaching about how it is kings that should rule, ~~the~~ with the power & will of god.

C) The English civil war will challenge the power of the king of England. The civil war will challenge the shift towards and absolute rule & will ~~challenge~~ give the king less overall power. Reducing the power of the monarch goes against the idea of the King being blessed with gods divine power.

End of response area for Q2

0067834



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

(A) ~~For~~ An argument made is that all monarch's power comes from God. ~~And~~ And these powers are the highest and strongest powers in the world. No other power such as the church can take away those powers. (B) During the 17th Century, Monarchs are gaining power. During the medieval ages Monarchs did not have that much power, only the Nobility did. NOW, Monarchs are gaining power and some are believing in the "Divine Rights of Kings." Which means the King is the state, and no other authority can ~~take~~ suppress them. This led to Monarchs getting rid of their representative body in their state. (C) During this time the idea of a monarch ruling alone was ~~suppressed by~~ challenged by the people. More people wanted rights and the Monarchs were restricting them. ~~Also~~

End of response area for Q2

0094417



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

- (a) The argument Mainwaring expresses in this excerpt is the idea of the Divine right of Kings. This was used by the Reverend in explaining that God put the King in power. This idea made most of the subjects loyal to the King as they believed the King was doing what God believed was right.
- (b) This sermon was delivered at a time when the Bible was not in vernacular, or the language of the people, so the people could not question authority as they were only hearing interpretations from their priests, like Reverend Mainwaring who ~~wrote~~<sup>spoke</sup> this excerpt. This in turn caused the people to believe ~~at~~ mostly whatever the priest and reverends were saying.
- (c) The view that a King had the Divine right of power from God was later challenged when the ideas from the Protestant Reformation spread. One of the major ideas that was highlighted during the reformation was the idea that everyone is equal in the eyes of God. This in turn challenged the idea of the Divine Right of Kings, as now, the King could be seen as equal to the common people.

End of response area for Q2

0052461



## Short Answer Question 2

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

### Overview

a) Describe one argument made in the passage.

Responses to this part of the prompt were expected to offer a minimally accurate description of the author’s argument supporting supreme monarchial power that is granted by God. The time period and concepts are addressed in the curriculum framework in topic 3.1 (Absolutism and Constitutionalism KC-1.5.I, KC-1.5.III, KC-1.5.III.B, and KC-2.1.I).

b) Describe one relevant context in which the sermon was delivered.

Responses to this part of the prompt were expected, at a minimum, to connect the passage to the time, subject, or place in which it was produced. The time period and concepts are addressed in the curriculum framework in topics 1.5 (New Monarchs specifically KC-1.2.II.A), 2.1 (Contextualizing 16th- and 17th-Century Challenges and Developments specifically KC-1.2.II), 2.3 (Protestant Reform Continues specifically KC-1.2.II.B and KC-1.2.II.C), 2.8 (Causation in the Age of Reformation and the Wars of Religion specifically KC-1.2.II and KC-1.5), 3.1 (Absolutism and Constitutionalism specifically KC-1.5.I, KC-1.5.III, KC-1.5.III.B, KC-2.1.I, and KC-2.1.II).

c) Explain one way in which views such as those expressed in the passage were challenged later in the 1600s.

Responses to this part of the prompt were expected, at a minimum, to connect a relevant challenge to Absolute monarchial rule in the 1600s. The time period and concepts are addressed in the curriculum framework in topics 3.2 (The English Civil War and the Glorious Revolution specifically KC-1.5.III.A and KC-2.1.II.A), 4.1 (Contextualizing the Scientific Revolution and the Enlightenment specifically KC-2.3.I and KC-2.3.III), 4.3 (The Enlightenment specifically KC-2.3.I.B, KC-2.3.III.A, and KC-2.3.I).

### Sample: 2A

#### Score: 3

The response earned 1 point for part (a) by identifying the argument that “god gave the kings of countries a divine power” and that the king’s commands are the commands of God.

The response earned 1 point for part (b) by contextualizing Mainwaring’s assertion that the power of kings derives from the will of God by referring to Henry VIII’s establishment of himself as the head of a new Church in England.

The response earned 1 point for part (c) by explaining how the English Civil War constituted a challenge to the idea of the king having absolute power.

### Short Answer Question 2 (continued)

**Sample: 2B**

**Score: 2**

The response earned 1 point for part (a) by describing the argument that “all monarch’s power comes from God.”

The response earned 1 point for part (b) by correctly describing the fact that “Monarchs are gaining power” and asserting a divine right of kings as a relevant context in which the sermon was delivered.

The response did not earn the point for part (c) because the explanation of people wanting more rights is unclear and not specific as a challenge to the divine right of kings.

**Sample: 2C**

**Score: 1**

The response earned 1 point for part (a) by describing how Mainwaring is advocating for the divine right of kings.

The response did not earn the point for part (b) because the statement concerning “the people” not questioning priests because they could not read the Bible more closely reflects conditions in pre-Reformation Europe rather than in seventeenth-century England.

The response did not earn the point for part (c) because the explanation of the Reformation challenging divine right through equality is historically inaccurate and chronologically misplaced.