

AP[®] European History SCORING GUIDELINES

Document-Based Question

Evaluate whether or not the Glorious Revolution of 1688 can be considered part of the Enlightenment.

Maximum Possible Points: 7

Points	Rubric	Notes
A: Thesis/Claim (0–1)	<p>Thesis/Claim: Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning. (1 point)</p> <p><i>To earn this point, the thesis must make a claim that responds to the prompt rather than restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.</i></p>	<p>Responses earn one point by responding to the question with a historically defensible thesis that establishes a line of reasoning about whether the Glorious Revolution can be considered a part of the Enlightenment. Thesis statements need to demonstrate some degree of specificity regarding either similarity or difference to earn a point.</p> <p><i>Examples that earn this point include:</i></p> <ul style="list-style-type: none"> • “Although the Glorious Revolution of 1688 did aim to preserve and champion the Protestant religion, [it] can be considered part of the Enlightenment because of its focus on individual rights, reforming government, and the introduction of more just laws.” • “The Glorious Revolution cannot be considered part of the Enlightenment, as the cause of the dispute was more about religious concerns, and the reforms did not really benefit the people.” • “The Glorious Revolution can be considered part of the Enlightenment. They were very rights-oriented and knew what having an imbalance of power would do.”
B. Contextualization (0–1)	<p>Contextualization: Describes a broader historical context relevant to the prompt. (1 point)</p> <p><i>To earn this point, 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. This point is not awarded for merely a phrase or reference.</i></p>	<p><i>Examples of context might include the following, with appropriate elaboration:</i></p> <ul style="list-style-type: none"> • The religious or political conflicts in the English Civil War/Stuart Restoration. • Political conflicts that relate to religion elsewhere in Europe (such as the French Wars of Religion) • The spread of the Enlightenment across Europe
C: Evidence (0–3)	<p>Document Content: Uses the content of at least three documents to address the topic of the prompt. (1 point) <i>To earn one point, the response must accurately describe—rather than simply quote—the content from at least three of the documents.</i></p>	<p><i>See document summaries page for details</i></p> <ul style="list-style-type: none"> • Doc 1: John Evelyn, diary entry, 1688 • Doc 2: William III, declaration, 1688 • Doc 3: English Bill of Rights, 1689 • Doc 4: Gilbert Burnet, coronation sermon, 1689 • Doc 5: John Locke, <i>Two Treatises of Government</i>, 1689 • Doc 6: Voltaire, <i>Letters on the English</i>, 1726–1729 • Doc 7: William and Mary image from children’s book,

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	<p>OR</p> <p>Supports an argument in response to the prompt using at least six documents. (2 points) <i>To earn two points, the response must accurately describe—rather than simply quote—the content from at least six documents. In addition, the response must use the content from the documents to support an argument in response to the prompt.</i></p>	<p style="text-align: center;">mid-1700s</p>
	<p>Evidence beyond the Documents: Uses at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt. (1 point)</p> <p><i>To earn this point, the evidence must be described, and must be more than a phrase or reference. This additional piece of evidence must be different from the evidence used to earn the point for contextualization.</i></p>	<p><i>Common examples of evidence might include the following, with appropriate elaboration:</i></p> <ul style="list-style-type: none"> • Events of the Glorious Revolution not provided in the documents • Enlightenment thinkers not referenced in the documents (Hume, Smith, Beccaria, Montesquieu) • Justifications for royal authority prior to the Glorious Revolution such as the idea of absolute monarchy or divine right
D: Analysis and Reasoning (0-2)	<p>Sourcing: 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. (1 point)</p>	<p><i>See document summaries page for examples of possible explanations of the relevance of sourcing.</i></p>
	<p>Complexity: 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. (1 point)</p> <p><i>A response may demonstrate a complex understanding in a variety of ways, such as:</i></p> <ul style="list-style-type: none"> • <i>Explaining nuance of an issue by analyzing multiple variables</i> • <i>Explaining both similarities and differences, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects</i> 	<p>Responses earn one point by demonstrating a complex understanding of the extent to which the Glorious Revolution can be considered part of the Enlightenment by using evidence to corroborate, qualify, or modify their argument.</p> <p><i>Ways of demonstrating a complex understanding of this prompt might include:</i></p> <ul style="list-style-type: none"> • Explaining how the Glorious Revolution was (or was not) a part of the Enlightenment from a variety of different perspectives: e.g., social class, political faction, philosophical perspective, religious affiliation, economic position. • Explaining how the Glorious Revolution could be seen as both part and not part of the Enlightenment (e.g., individual rights and limits on the monarchy as enlightened; religious inequality as not enlightened).

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	<ul style="list-style-type: none">• <i>Explaining relevant and insightful connections within and across periods</i>• <i>Confirming the validity of an argument by corroborating multiple perspectives across themes</i>• <i>Qualifying or modifying an argument by considering diverse or alternative views or evidence</i> <p><i>This understanding must be part of the argument, not merely a phrase or reference.</i></p>	
If response is completely blank, enter - - for all four score categories A, B, C, and D		

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Document Summaries and Possible Sourcing

Document	Content	Explains the relevance of point of view, purpose, situation, and/or audience by elaborating on examples such as the following.
1. John Evelyn's Diary	<ul style="list-style-type: none"> Discusses tensions between Protestants and Catholics in England, as well as James II's deployment of Catholic soldiers and the Protestant hopes for the Prince of Orange to invade 	<ul style="list-style-type: none"> Author is a member of the Royal Society (POV) Diary entry not meant to be published or shared (audience) Suspicion of Jesuit influence (situation)
2. William's Declaration	<ul style="list-style-type: none"> Claims invasion is to protect the rights of Protestants and Parliament 	<ul style="list-style-type: none"> William is justifying his actions (POV) William is rallying support of Protestants in England (audience) William is discouraging potential resistance in England (purpose)
3. English Bill of Rights	<ul style="list-style-type: none"> Outlines rights of Parliament and the crown Protects rights of Protestants 	<ul style="list-style-type: none"> Codifies principle of Parliamentary Supremacy (situation) Justifies William's invasion (purpose) Gains support of Protestants (audience/purpose)
4. Burnet Coronation Sermon	<ul style="list-style-type: none"> States William should propagate the "true religion" (Protestant) and rule in fear of God 	<ul style="list-style-type: none"> Gives William's coronation divine blessing (purpose) Reassures faithful Protestants (audience) Justifies putting a friend on the throne (POV)
5. Locke <i>Two Treatises</i>	<ul style="list-style-type: none"> Outlines principles of popular sovereignty and reasons for removal of a ruler from authority 	<ul style="list-style-type: none"> Locke is an example of an early philosophe (POV) William has successfully taken power (situation) Locke is justifying the overthrow of James II (purpose)
6. Voltaire <i>Letters on the English</i>	<ul style="list-style-type: none"> Notes English have successfully restrained monarchical power, and other countries have not in spite of similar conflicts 	<ul style="list-style-type: none"> Voltaire is from an absolutist France (situation) Voltaire is implicitly criticizing his own country/outside perspective (POV) Voltaire is seeking to shape educated public opinion in France (audience)
7. William and Mary woodcut	<ul style="list-style-type: none"> Depicts William and Mary as heroic and "fixers" of freedom and the Protestant church 	<ul style="list-style-type: none"> Propaganda for children (POV) Justifies the Brunswick (Hanoverian) succession (situation) Likely printed for children in wealthy families (audience)

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SCORING NOTES

Introductory note:

- *The components of this rubric require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, the essay may contain errors that do not detract from the overall quality, as long as the historical content used to advance the argument is accurate.*
- *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.*

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

A. Thesis/Claim (1 point)

Responses earn one point by responding to the prompt with a historically defensible thesis that establishes a line of reasoning about whether the Glorious Revolution can be considered part of the Enlightenment (1 point). Thesis statements need to demonstrate some degree of specificity regarding either similarity or difference to earn a point.

Examples of acceptable thesis:

- *“Although the Glorious Revolution can be considered part of the Enlightenment by its introduction of the bill of rights, in other aspects, it resembled a religious conflict between Anglicans and Catholics, than [sic] Enlightenment bringing and a continuing conflict between King and Parliament.” (This is a sophisticated thesis that provides a sense of ways that the Glorious Revolution both can—and cannot—be considered part of the Enlightenment.)*
- *“The Glorious Revolution should definitely be considered part of the Enlightenment due to the influence of Enlightenment ideals and the new liberties being demanded that were ignited by the Enlightenment philosophes.” (While this response would not get the point merely for the mention of “Enlightenment ideals,” the reference to “new liberties” is sufficient to identify a line of reasoning that results in the point.)*

Examples of unacceptable thesis:

- *“Their [William and Mary’s] reign led to many changes within British government and this can be why the Glorious Revolution was part of the Enlightenment. This is because the Enlightenment was built on the idea of progress.” (The reference to “changes” and “progress” in this attempt at a thesis are too vague to be awarded the point; the response problematically equates “changes” with “progress,” an assertion that is not universally accurate.)*
- *“The Glorious Revolution of 1688 can be considered part of the Enlightenment. The Glorious Revolution is part of the Enlightenment because the purpose of the Glorious Revolution justifies the ideas and arguments of the Enlightenment.” (This response merely restates the prompt. It does not provide enough detail about either the Glorious Revolution or the Enlightenment to establish an argument that suggests a line of reasoning.)*
- *“The Glorious Revolution was a time when monarchs were attempting to preserve Protestant beliefs from the traditional Catholic beliefs which had previously been the basis of life itself in Europe. The Glorious Revolution can to a certain extent be considered part of the Enlightenment.” (The thesis appears to misidentify the Enlightenment as a movement for the protection of Protestants and therefore is not historically defensible.)*

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B. Contextualization (1 point)

Responses earn one point by describing a broader historical context relevant to the prompt (1 point). The context can be from before, during, or continue after the Glorious Revolution as long as the response accurately and explicitly connects the context to the issue of whether the Revolution can be considered part of the Enlightenment. This point is not awarded for merely a phrase or a reference.

Examples of context might include the following:

- A discussion of the English Civil War in the earlier part of the 17th century
- A discussion of James II and earlier Tudor and Stuart monarchs
- A discussion of ongoing controversies between the power of the King and the power of parliament in English history
- A discussion of magisterial reforms and history of Anglicanism
- A discussion of Catholicism in England after the founding of the Anglican church
- A discussion of the French Wars of Religion and other political conflicts over religion in Europe in the early modern era
- A discussion of the growth of the Enlightenment in Europe
- A discussion of the Reformation and Counter-reformation
- A discussion of the New Monarchies and/or Absolutism

Example of acceptable contextualization:

- “Stuart England was in the midst of constitutional crisis with the bitter power struggle between the king and parliament that eventually mounted to civil war, the rise of a repressive puritan republic under Oliver Cromwell and a later re-establishment of the monarch only to face the same struggles of competing religious, economic, and domestic disagreement between the king and parliament that there had been before, change was needed, and parliament found it in William of Orange III and his wife Mary with an invitation to ascend to the throne.”

Example of unacceptable contextualization:

- “In the early ages, Religion was a big part of the world as they knew it. Although many had different and unique ideas they were afraid of confessing them.” (*While this response appears to be trying to get at a discussion about the relationship between religion and politics, it is too vague both conceptually and historically to earn the point.*)

C. Evidence (3 points)

a) Document Content – Addressing the Topic

Responses earn one point by using the content of at least three documents to address the topic of the prompt. (1 point) Responses must accurately describe the document’s content; they cannot earn a point by merely quoting or paraphrasing the documents with no connection to the topic of the prompt.

Examples of acceptable use of content from a document to address the topic of the prompt:

- “The English Bill of Rights spelled out the rights and laws which would now be implemented such as freedom of speech. (Doc 3).”

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- “Voltaire wrote that the English are the only nation who have successfully limited the power of the monarch, not without bloodshed, but making the bloodshed worthwhile. When compared to the revolutions of other Countries, England’s was the only one that was truly worth it. (Doc 6).”

Examples of unacceptable use of content from a document to address the topic of the prompt:

- “In Document 1, an Anglican Minister described to the reader of a prominent Londoner’s diary as giving a sermon which ‘brought people to so desperate a pass that they . . . long for . . . the landing of the prince . . . whom they looked on to be deliverer from Popish tyranny.’” (*This statement quotes the document without demonstrating an understanding of its content.*)
- In his Letters on the English, [Voltaire] discredits the English’s methods for achieving liberties and limiting the power of the kings.” (*This statement misconstrues the document in suggesting that Voltaire was criticizing the English.*)

OR

b) Document Content – Supporting an Argument

Responses earn two points by using the content of at least six documents to support an argument that responds to the prompt. (2 points) To earn two points, responses must accurately describe the document’s content; they cannot earn a point by merely quoting or paraphrasing the documents with no connection to the topic of the prompt.

Examples of acceptable use of content from a document to support an argument:

- “In King William III’s declaration, he states ‘covering of all men from persecution for their consciences and the securing to the whole nation the free enjoyment of all their laws, rights and liberties, under a just and legal government.’ (Doc. 2) These are clearly reflective of Enlightenment ideas. The natural rights that Locke claimed are expressed here.”
- “Gilbert Burnet, who was a close friend of William, added on to that by explaining that William will not persecute those who don’t believe in God because then William himself would not be a good follower. (Doc 4) The purpose of his speech was to explain that William will not persecute others for their beliefs. This goes along with the Enlightenment idea that humans should not be oppressed and restricted.”

Example of unacceptable use of content from a document to support an argument:

- “In his famous Two Treatises of government, [Locke] advocates for the preservation of property, accountability in government and limitation of the powers of government. This is what he envisioned a perfect government to function as. (Doc 5) In proving that the Glorious Revolution is part of the Enlightenment, the date of which this was published raises a bias. This was published just a year after the Glorious Revolution. As art and writing emulate life, the same can be said here.” (*While this summary adequately represents the content of the document, it does not successfully connect it to an argument about the Enlightenment, focusing instead on chronology of events.*)

c) Evidence beyond the Documents

Responses earn one point for using at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about whether or not the Glorious Revolution of 1688 can be considered a part of the Enlightenment. (1 point) To earn this point, the evidence must be

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described with more than a phrase or reference. This additional piece of evidence must be different from the evidence used to earn the point for contextualization.

Examples of additional evidence might include the following, with elaboration:

- Execution of Charles I (1648)
- Events of the English Civil War
- Magisterial reforms of Elizabeth I
- Theory of the divine right of kings
- Edict of Nantes (1598) and its revocation (1685)
- Political theories of specific Enlightenment *philosophes*
- Voltaire's relationship with Enlightened Absolutist monarchs (*if it goes beyond what is in the documents*)
- The Catholicism of the Stuart monarchs
- James II's actions
- Specific events of the Glorious Revolution itself

Examples of acceptable use of an additional piece of specific historical evidence:

- “[The Bill of Rights] is similar to Enlightenment ideals. For example, in the Spirit of the Laws, Montesquieu advocates for the separation of the state and also that royal authority should be checked by three branches—Executive, Judicial and Legislative. Though the separation of branches cannot be applied to the Bill, [the monarch’s] power was surely checked by Parliament.”
- “The English had suffered through violent civil war at the hand of Oliver Cromwell... Yet despite the blood stains of the past, William’s army did not create violence as the throne was acquired, so the Glorious Revolution of 1688 remained bloodless.”

Examples of unacceptable use of an additional piece of specific historical evidence:

- “During his reign, William had good economic policies that the people appreciated.” (*This statement is too vague about what these good economic policies were and provides no evidence that they were appreciated.*)

D. Analysis and Reasoning (2 points)

a) Sourcing

Responses earn one point by explaining how or why the point of view, purpose, historical situation, and/or audience of at least three documents is relevant to an argument about the extent to which the Glorious Revolution of 1688 can be considered a part of the Enlightenment. (1 point)

Example of acceptable explanation of the relevance of the document’s point of view:

- “In Document 2, William’s own point of view is expressed. He claims only to seek a just and legal government under his rule. In his own point of view, William believes the Glorious Revolution to be an enlightened uprising against an unjust ruler.”

Examples of unacceptable explanation of the relevance of the document’s point of view:

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- “As a writer, John Locke may be exaggerating facts and using colorful language in order to catch the attention of the reader. His only motive is to make his writings more popular.” (*This statement fails to make Locke’s status as an author relevant to an argument about the relationship between the Glorious Revolution and the Enlightenment.*)
- “Unlike Locke, Voltaire wasn’t part of the era of the Enlightenment, but he was a writer.” (*In stating that Voltaire was not part of the enlightenment, it misidentifies Voltaire.*)

Example of acceptable explanation of the relevance of the purpose:

- “In Document 2 this belief is echoed again when in a statement William III told the public how he wanted to protect their laws, rights, and liberties. He did this to win public favor.”

Example of unacceptable explanation of the relevance of the purpose:

- “[Locke’s] purpose for writing such an article could be seen as his enlightened mentality which influenced him to think differently about those around him.” (*This statement is too vague about what an “enlightened” mentality was or how it influenced Locke’s purpose.*)

Example of acceptable explanation of the relevance of the historical situation of a document:

- “Voltaire is French and in France, absolutism is taking place...he may envy England’s ability to have a limited government.”

Examples of unacceptable explanation of the relevance of the historical situation of a document:

- “[Document 1] reflects on Martin Luther’s belief and how he broke away from Catholic rule to form a new religion. He states how salvation can be achieved through Scripture and faith alone, as stated in the diary entry.” (*The statement misunderstands the document as a reflection upon Luther.*)
- “The sermon was chiefly a response to a sermon by a Jesuit who the Sunday before had disparaged the scripture and railed at our translation...” (*The statement quotes the document but does not elaborate upon it to establish relevance of the historical situation.*)

Example of acceptable explanation of the relevance of the audience:

- “[Document 7’s] intended audience was for young children so that they would know that their lives were going to get much easier because of William.”

Examples of unacceptable explanation of the relevance of the audience:

- “Voltaire’s letters are proof that the great thinkers of the time considered the situation in England to be something of their own making. Because this was a private letter to someone, Voltaire is being honest when he is saying that the English are unique and that is why they had the Glorious Revolution.” (*This misunderstands the intended audience for Voltaire’s letters as private correspondence that is expressing private opinion.*)

b) Complexity

Responses earn one point by demonstrating 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 of the extent to which the Glorious Revolution could be considered part of the Enlightenment. (1 point) A response may demonstrate a complex understanding in a variety of ways, such as:

- Explaining nuance of an issue by analyzing multiple variables

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- Explaining both similarities and differences, 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

This understanding must be part of the argument, not merely a phrase or reference.

Ways of demonstrating complex understanding for this prompt might include:

- Explaining how the Glorious Revolution was (or was not) a part of the Enlightenment from a variety of different perspectives: e.g., social class, political faction, philosophical perspective, religious affiliation, economic position.
- Explaining how the Glorious Revolution could be seen as both part and not part of the Enlightenment (e.g., individual rights and limits on the monarchy as enlightened; religious inequality as not enlightened).

Examples of acceptable demonstration of a complex understanding:

- “The Glorious Revolution’s Enlightened status comes from its bill of rights... This becomes more notable with John Locke’s *Treatises of Government*... On the other side of the coin, the Glorious Revolution merely followed theories set before the naissance of the Enlightenment...” (*This response provides evidence that both supports the idea that the Glorious Revolution was part of the enlightenment and argues that it was in fact a continuation of longer standing issues such as both religious concerns and the struggle between the king and parliament.*)
- “The Glorious Revolution also isn’t enlightened because the rights are restricted to white Englishmen even though William III said that all men would be free from persecution for their beliefs and the whole nation had the ability enjoy natural rights (D2). The concept of this is enlightened but it isn’t executed. Britain later grew to control vast colonies that were part of Britain but did not enjoy the same rights of British citizens... Indians were allowed to serve in their local government but the British made it difficult for these subjects to be part of their government which is a natural right.” (*This response extends a discussion of the limits of the Glorious Revolution—in particular how it failed to live up to its own universalizing rhetoric—to Great Britain’s later colonial empire.*)

Examples of unacceptable demonstration of a complex understanding:

- “Just like the Parliament was able to take control later on in history the French did the same. Although it’s a different context, the idea of those to taking control is the same. The French were tired of being taxed therefore broke away from General Estates, created the national assembly. They both at different times however had the same idea.” (*The parallel between the Glorious Revolution and French Revolution is not related to the Enlightenment, merely to the idea of revolution, and thus is not enough to demonstrate complexity.*)
- “The Glorious Revolution and its outcome can be seen as one of the things to inspire writers such as Bacon, Locke and Wollstonecraft to write of the freedoms people should have or to think of ways of how the world works while challenging traditional values.” (*This response tries to extend a discussion about the influence of the Glorious Revolution on future authors but is too vague about the content of that influence to demonstrate complexity.*)

Mandatory

1

Circle one

2 or 3

During the 17th century the Glorious Revolution took place. And some can argue it can be considered part of the Enlightenment. People like William III comes to mind especially because he was crowned as king at the time. Also writers like Locke and Voltaire give their respected views. I believe that when talking about the Enlightenment the Glorious Revolution was to come to mind.

In the source written by John Evelyn (Doc 1) he talks about how William was trying to do what was best for his country although his people weren't happy. They weren't happy with how he was handling the situation but he knew that the product would bring his people happiness. In his Declaration where he himself William talks (Doc 2) he says how he will do anything to keep his people happy. Like it says in the source written by Evelyn all that matters to him is his people.

Circle the question number that you are answering on this page.

Mandatory

1

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2 or 3

Another person who talks about William as he is being appointed is Gilbert Burnet which is one of ~~the~~ William's closest friends (Doc 4). As William is being coronated Burnet gives a sermon and the intended audience there would obviously be the people who attended the ceremony. ~~The~~ John Locke who is an English writer and also an enlightenment thinker gives his views in "Two Treatises of Government" ~~(Doc 5)~~ ^(Doc 5) his purpose is to inform the people on why people ~~are~~ and in particular men, or why they chose a government, or why they hold society in a certain way and why they chose one thing over the other.

Voltaire who is another enlightenment thinker is a French writer. And in his "Letters on the English" (Doc 6) he ~~is~~ in particular is talking to the English citizens. He gives his form of nationalism and tries to pass that on to his fellow citizens. He says how the English are able to bounce back and still be stronger, it'll fight. Propaganda posters also help you on the way you see something. The

Circle the question number that you are answering on this page.

Mandatory

1

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2 or 3

purpose of the propaganda poster (doc?)
is to tell the people how protestant
is the way to go, because your leader is
a protestant. And also because only protestants
can ever be a Great Britain ruler.

Furthermore something that comes
to mind ~~again~~ that is similar to the
question is like when asked if it
~~would~~ wasn't for U.S.A if the allies hadn't
won world war 2. Although it can be
arguable it's kinda ~~well~~ known that
without the U.S.A they wouldn't have won
the war.

EH_DBQ_Sample B

Mandatory 1	Circle one 2 or 3
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In the late 17th century the Glorious Revolution took place. The Glorious revolution gave William of Orange and his wife, Mary, power over England. The Enlightenment was a movement in which many philosophes, like John Locke and Hobbes, influenced the people to think for themselves and to know ~~more~~ ^{learn} more about ~~the~~ ~~the~~ who is governing and how.

During the Glorious Revolution, William III helped restore England because the people were tired of the injustice inflicted on them. The state ~~had~~ had put themselves in a war with their people, ^(English Civil) ~~was~~ war/ ^{who} began to fight for themselves. The Enlightenment demonstrates those ideas of taking action, making the Glorious Revolution a considerable part of the Enlightenment.

In "Two Treatises of Government", John ~~Locke~~ Locke states, "whenever the legislators endeavour to take away, and destroy the property of the people, they put themselves into a state of war with the people," (Doc 5) Locke's point of view is shaped here because he experienced the English Civil War, therefore he knows some of the reasons why people began to ~~rebel~~ rebel. This might have also influenced his ~~point~~ enlightenment ideas because of what he experienced during the English civil war. The English Bill of Right

Circle the question number that you are answering on this page.

Mandatory

1

Circle one

2 or 3

is made up of what the people fought for during the war. In it, ~~is~~ it says that "the pretended power of suspending the laws or the execution of laws by royal authority without consent of parliament is illegal." The purpose of this is to show the people how the king will no longer have absolute power and that he will have to consult with parliament before. The English Bill of Rights makes justice to those who fought for a day in their government. ~~but the king~~ These are the same ideals of the enlightenment which seemed to have started during the Glorious Revolution.

King William III's declaration he states that, "we for our part will concur in everything that may procure the peace and happiness of that nation"; The intended audience of this declaration is the people of England, that they will have what they fought for, "laws, rights, and liberties, under a just and legal government." John Locke also talks about this, how ~~we~~ they shouldn't allow gov. to completely rule over ~~we~~ them. Many of his ideas seem to be related to ~~the~~ the events taken place during the English civil war.

While England enjoyed a ~~more~~ slightly liberal government, it used to be, by no means, enlightened. Elizabeth I demanded religious submission in mandatory mass. Charles I used the philosophy of divine right to rule England from 1629-1640. And James II stirred religious conflict under his reign. Although the Glorious Revolution can be considered part of the Enlightenment by its introduction of the bill of rights, in other aspects it resembles a religious conflict ^{between Anglicans and Catholics} than Enlightenment bringing and continuing conflict between King and parliament.

The Glorious Revolution enlightened status comes from the bill of rights (D3). Meant for the audience of England, it guarantees rights for all. Not for merely the powerful and nobility, the entirety of England may enjoy these new found rights. Freedom from cruel punishment and confirming the status of Parliament's power indeed confirms the Enlightened aspect of the revolution. Revolutions had occurred earlier, but this one came with the enlightened tag. This becomes more notable in John Locke's treatise of Government (D5). For the literate audience, one would gather a new idea of how government should be. James II previously attempted to rule as a divine right monarch. An reader looking a D5 would gain the sense that power of

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2 or 3

government lies within those who desires it. By Parliaments' requiring William and Mary of Orange to accept terms before taking kingship, the audience sees these ideas unfolding into practice, thus viewing it through an Enlightenment prism. More importantly, the viewpoints of the new king defends the Enlightenment thesis (D2). Arriving from the Netherlands, free from papal grip or kings with divine right, William would be a wise choice for ~~the~~ a leader of England. ~~His~~ ~~position~~ ~~stadtholder~~ Evidence not mentioned in the documents includes William of Orange was the stadtholder, and therefore would into office. This means that he depended upon people (not all) for his position, and therefore would be sympathetic to Enlightenment values. Thus, his qualities and experience applied to Britannia makes the Glorious Revolution one following the Enlightenment.

On the other side of the coin, the Glorious Revolution merely followed trends set before the renaissance of the Enlightenment. Such may be encountered in the plight of Protestants (D1). James II, born Catholic and exempt to the test act, attempted to Catholicize England. His attempts to

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Mandatory

①

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2 or 3

put Catholics into positions of government would please Bloody Mary. The religious issue began with Charles II unexpected baptism into Catholicism. The Revolution itself not only stemmed from James II's misrule, but his Catholic faith. The feud between religious bears no resemblance to that of an Enlightened Revolution. Domination of religion can be noticed again in Burnet's sermon (D4). Being an Anglican Bishop, religion is important for him. The author clearly believed in a relation with God and King. Preaching a sermon to an audience adorning William's crowning, his oration seems to confirm previous thought of religion and state. Thus again, religion center around the conflict, not Enlightenment. Beyond Religion, the power struggle between Parliament and King is not new (D6). Charles I ran afoul of Parliament and lost his head over the issue. Simply, the flight of James II and the power struggle is not unique. While this one may have been less bloody, it was not a result of the enlightenment but simply a cyclic process.

Evaluating the Glorious Revolution to the Enlightenment parallels with that of the American Revolution (AM).

The AM was based on Enlightenment ideas and further expansion of by the Declaration of Independence. Another

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Mandatory 1	Circle one 2 or 3
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ways, reasons behind it fell outside the Enlightenment category, such as determination for self-rule.

END OF DBQ

BEGIN LEQ

Over the years, European Economies have undergone some change and remained similar. European Economies between 1650-1750 and 1850-1950 saw similar government regulation of commerce and interest in overseas markets, but differ in ~~and the level of each respective economy~~ regulation of growth.

Each époque saw massive government control of major economic sectors. Mercantilism was the status quo for governments in 1650-1750.

Wealth was kept mainly inside the state, which required the big industries to be under government supervision. Between 1850-1950 Europe had similar regulation for its industries. ~~France~~

French Industries of oil, steel, and rail stayed under government hold. Britain underwent the same as well. ~~France~~ The EIC and VOC of yesterday maintained powerful shipping routes towards the exotic Oriental under government led

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Mandatory 1	Circle one 2 or 3
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John Locke, He states that whenever the legislators threaten to take away and destroy property of the people or place them under slavery, they put themselves into a state of war with the people. This shows that although the government had control of everything, they could not abuse their power.

(Doc 5)

The Glorious Revolution was nothing like any other revolution. Many known revolutions have ~~also~~ ^{usually} been dealt with violence. However, it wasn't like that with this revolution, it was bloodless. It was bloodless simply because there was no need for violence. Although there were many issues that were taking place that could've led to violence. The alternative

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Prior to the Glorious Revolution King James II embodied everything the Enlightenment opposed. He constantly overruled Parliament, he used government funds to sponsor his war efforts in Scotland, all until he ran out of state money to spend. He actually dissolved parliament twice. Britain was a mess with an unstable, ~~and~~ devout Catholic as it's King, in a nation where Catholics were not looked upon kindly at all, and James II did not do anything to make that any better. The Glorious Revolution was most definitely inspired by the Enlightenment to a degree, but at the same time it was also a degree of the people of Britain having enough of James II's foolish, irresponsible, and dictative rule. After the Glorious Revolution there is still extreme discrimination shown towards Catholics, which is often overlooked when arguing the Glorious Revolution was inspired by the Enlightenment.

When William III came to power he made clear that he was restoring England to a constitutional monarchy in which both Parliament and the monarch had the power to check one another and needed mutual agreement before acting upon anything. In his declaration he stated he was to restore the laws and liberties of England, Scotland,

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Ireland. (Doc. 2) Under James II the United Kingdom had become subject to his dictatorship but William made it clear that their rights were to be restored. This showed William's enlightened views that everyone had their liberties under the law. Shortly after being crowned King, Parliament passed the Bill of Rights, which was ratified by William making it illegal for the monarch to suspend ~~the~~ or execute laws, levy money for the monarch's use, or keep a standing army during peacetime, without consent of Parliament. As well as this the people's freedom of speech was not to be impeached. (Doc. 3) These rights clearly reflect the ideals of the Enlightenment movement of the time. Gilbert Burnet's sermon at William's coronation implied that William was a God Fearing man, who recognized that he was not above his people, and that he did not rule through tyranny. (Doc. 4) William III did not view himself as invincible and he did not rule in that way. He recognized all men were equal in the eyes of God. John Locke reinforced that very idea in his 'Two Treatises of Government' when he brought about the idea that the

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Mandatory ①	Circle one 2 or 3
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government that takes away and destroys the peoples property the government has brought war on between themselves and the people. (Doc 5). Voltaire wrote that the English are the only nation who have successfully limited the power of the monarch, not without bloodshed, but making the bloodshed worthwhile. (Doc 6). When compared to the revolutions of our countries England's was the only one that was truly worth it. In an English children's book there is a picture of William stating him as a hero, holding the Bill of Rights. (Doc 7). Additional evidence that can be compared to the Bill of Rights is the U.S. constitution, which, like the monarch and parliament, states all the branches can check each other's power. ~~It is~~

It is evident the enlightenment had a heavy influence on the Glorious Revolution because as in Document 3 it still makes clear that only protestants may possess arms. Again in Document 7 it states that only a Protestant can rule England. ~~Ken~~ These obviously go against the ~~Enlight~~ Enlightenment ideal of every man being equal.

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Mandatory ①	Circle one 2 or 3
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The ~~g~~ Glorious Revolution is compatible with the French Revolution.

there was a heavy influence of enlightenment ideals, but at the end of the day a huge factor was the common people being fed up with the Monarch. the sans-culottes and the peasants had enough of Louis ~~and~~ and Marie Antoinette.

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2 or 3

Although the Glorious Revolution ^{of 1688} did aim to preserve and champion ^{the} Protestant religion, the Glorious Revolution of 1688 can be considered part of the Enlightenment because of its focus on individual rights, reforming government, and the introduction of more just laws.

Undoubtedly, the Protestant religion played an essential role in the Glorious Revolution, focusing more on the religious institution itself than on individual freedoms. As John Evelyn writes, ~~King~~ King James II would "remove Protestants" and dispense all laws in anticipation of William of Orange's invasion, which shows an abuse of power and his persecution of Protestants, who wanted William to "deliver [them] from Popish tyranny" (Document 1). Upon his arrival and ascent to the throne, William declares that "we have nothing before our eyes... but the preservation of the Protestant Religion" (Document 2), which shows that ^{the} Protestant religion was of ~~the~~ chief importance to William and others in the Glorious Revolution. This ~~is~~ is further supported by the ¹⁷⁰¹ principle that "only a Protestant would be allowed to become the ruler of Great Britain" (Document 7), and Gilbert Burnet's sermon that "propagating of true religion is the chief design of [William's] rule" (Document 4). However,

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though the Protestant religion was extremely important, the Glorious Revolution clearly focuses on individualism over the institution of religion as a main goal.

William of Orange, upon arrival, declares to his subjects that a "free and lawful Parliament shall determine... the covering of all men from persecution... and securing to the whole nation the free enjoyment of all their laws, rights, and liberties, under a just and legal government" (Document 2), which affirms his support for individualism. Further, William establishes a Parliamentary monarchy and ratifies the ¹⁶⁸⁹ "English Bill of Rights, which affirms and protects the liberties and property of his citizens, as well as establishes boundaries for the Crown and Parliament (Document 3). John Locke also writes of the relationship between the people and government. He states that laws are "~~the~~ guards and fences to the properties of all members of society" and that "the will of the society" is never to be enslaved by the legislators ~~the~~ (Document 5). The efforts made by William and Parliament following the Glorious Revolution assert the Enlightenment ideals of individualism. Lastly, the outcome of the Glorious

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Revolution - Parliamentary Monarchy, protected religion individual rights - catch the attention of Voltaire, who writes that the English "are the only people upon earth who have been able to prescribe limits to the power of Kings by resisting them... [and] have at last established [a] wise government" (Document 6), proving that the changes brought about by the Glorious Revolution make the historic event part of the Enlightenment. This further relates to the United States' Constitution, which draws on Enlightenment ideals used in the English Bill of Rights.

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Historians often debate when the Enlightenment truly began and what events in history can be deemed part of this intellectual trend. One such event that elicits controversy is the Glorious Revolution of 1688. This controversy is misplaced, however, as the Glorious Revolution was accompanied by beliefs and ideas characteristic of the Enlightenment - such as the rights/liberties that human beings deserve and the laws that should govern them and ~~to~~ limit the power of ~~these~~ their leaders - even though it did lack the secular qualities ~~is~~ considered crucial to the Enlightenment.

The Glorious Revolution gave rise to various documents and opinions from Enlightenment thinkers which only reinforce the idea that it too was a part of the Enlightenment. The English Bill of Rights, for example, mentioned ^{the} "freedom of speech and debates" and that "the execution of laws by royal authority without consent of Parliament is illegal" (3). This not only meant that the opinions of the populace were protected (^{as was} ~~and~~ their right to debate empirically, in true Enlightenment fashion), but that the king required the support of his subjects to act. Similarly, John Locke also declares man's right to own and control ^{his} ~~their~~ property and that ^{he} ~~they~~ only "authorizes a legislative power" to "secure" ^{was} ~~their~~ "preservation of ^{his} ~~their~~ property" (5). The right to property ^{is} ~~is~~ completely separate foreign in a world where ^{rich} ~~rich~~ landowners were the only ones with power and therefore, this belief and its inclusion in the Glorious Revolution must mean it is a part of the Enlightenment. Voltaire also acknowledges how the "English are the only people... who have been able to prescribe limits to the power of kings" (6), which only confirms how the English (particularly during the Glorious Revolution) rejected the ways of the old world and favoured the Enlightenment instead (6).

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Regardless, the lack of the secular qualities regularly associated with the Enlightenment in the Glorious Revolution ~~about~~ cannot be discounted. Gilbert Burnet, an Anglican Bishop, noted that the government "honour[ed] those who fear the Lord" and encouraged a "vigorous piety" and this is at odds with the Enlightenment principle of separating the religion and government (4). Also, accounts from John Evelyn (a founder of the Royal Society of London for Improving Natural Knowledge) detailed how a "Jesuit" had "disparaged the scripture" and called at [their] translation," and King William III's ~~dedication~~ dedication to "preserving the Protestant religion" showed that religion's involvement in the government and the ~~the~~ ability for it to ^{divide} ~~divide~~ the English populace was still quite strong ^{which opposed the collective unity among hereditary nobles} (1) (a). Nonetheless, however, it would be logical and decently accurate to deem the Glorious Revolution to be a part of the Enlightenment.

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2 or 3

The Glorious Revolution of 1688 can be considered part of the Enlightenment.

John Evelyn (Doc 1) talked about why people wanted the Prince of Orange. He might have felt the way he did because he was a member of the Royal Society of London for improving Natural Knowledge. King William III (Doc 2) in his declaration discusses the nation and duties of a king. He might feel this way because he's a king. In the excerpts from the English Bill of Rights (Doc 3) basically talks about rights.

Gilbert Burnet (Doc 4) talks about what it takes to rule in fear of God. He might feel this way as a bishop and close friend of William III. John Locke writer of Two Treatises of Government (Doc 5) speaks on legislators. Voltaire writer of Letters on the English (Document 6) talks about power. Document William and Mary (Doc 7)

Mandatory

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At a time when people are discovering more about themselves and the world around them, Europe begins to desire more for themselves in both government and social practices. The people are tired of absolutist monarchies who have been ruling up to this point and want more say in their own lives. It is because of this that the Glorious Revolution in England is so important. This time is when Enlightenment ideals are embraced but also expressed by the people. Therefore, through political developments such as more say in government and social aspects including the people's support and more rights, Enlightenment ideals are expressed through the times of the ^{Glorious Revolution} ~~golden age~~, but religious aspects limit this expression ^{and part of the Enlightenment}.

Political developments in the year 1688 aided in the Enlightenment in Europe. Firstly, in a declaration made by William III, he states that he only wants to bring the people happiness and that the people should have rights and a say in government. It is clear that William is influenced by whom he is speaking to. This is because he was made King because the people wanted him to do certain things for them like give them more rights. Since he doesn't want to displease the people it is clear he is influenced by them. Secondly, in a piece of the Bill of Rights it states that Parliament has to be involved in all decisions. This is part of the Enlightenment because the people get a say in their government. This document is influenced by political means because the people want to increase their political standings and the rights expressed will do so. Therefore, political developments in 1689 made the Glorious Revolution part of the Enlightenment.

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There are also many social aspects that influence the Glorious Revolution. Firstly, in a document by ~~John Locke~~ it states that ~~John Locke~~ John Locke, he states that people choose a legislative power because they want a say in government. When the state takes that away from them, the people become angry and have a right to rebel against their government. It is clear that Locke is influenced by his occupation as a philosopher (Enlightenment thinker). He is expressing his viewpoint based on his "job". An important idea from the Enlightenment was the idea of the social contract (written by Thomas Hobbes and John Locke) which stated that the people should serve the state and the state, in return, should help the people. However when the state no longer does this the people can overthrow their government. This is what occurs in the Glorious Revolution. Finally, in a document by Voltaire, he states that the English people have ~~done~~ done an important thing by overthrowing their government to get what they want ~~but~~ and have outdone others who have done similar things by doing it peacefully. It is clear that Voltaire is influenced by his audience (the English). He wants to show others that they can accomplish big things without harming others to do so. By doing this Voltaire is expressing a very careful opinion based on whom he is talking to and about. Therefore through the use of new social ~~political~~ political and ideals, the Glorious Revolution is part of the Enlightenment.

Mandatory

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However, while the Enlightenment is expressed through political and social aspects, it is not expressed in religious ones. In a document by Gilbert Burnet (bishop), he states that the only rulers that will be successful and respected are those who are God-fearing and show it. ~~He is~~ He is clearly influenced by his religion as well as his occupation because he wants the people of England to believe in God as much as he does. ~~But for this reason~~ He believes it will aid them because God does all. However, this goes against all Enlightenment ideals because they believe in Deism, which is the idea that God made the Earth but humans are in control. They don't believe religion has anything to do with it. Finally, in the work of William and Mary, it shows the idea that only Protestants will rule England. This also goes against the idea of the separation of church and state which was a major ideal in the Enlightenment. Therefore, the religious aspects of the Glorious Revolution make it not part of the Enlightenment.

The French Revolution, a time of new governments and more rights, is very similar to that of the Glorious Revolution. This is because both gave the people more say in government as well as was based on the Enlightenment idea of the Social Contract created by Hobbes and Locke. The result of both was a change in government and a new desire for the people to have a say in their own lives.

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→ Before the Glorious Revolution of 1688, England had been ruled by James II. Since Henry VIII's split with the Catholic Church during the Reformation, England has been Protestant with the Anglican Church being officially formed under Queen Elizabeth. However, James II is Catholic and his becoming king along with the changes he has made ~~he~~ (as a Catholic) have had caused discontent among the country. The Glorious Revolution of ~~the~~ 1688 can be considered part of the Enlightenment as the revolution ~~was~~ was supported by the majority of the country ~~and~~ and as the outcomes of the Revolution were in line with Enlightenment ideals.

→ With much of England being Protestant, James II was not a desirable ruler; ~~the~~ all different kinds of people looked more favorably upon William III or William of Orange. John Evelyn wrote in a journal entry in ~~the~~ 1668 about the discontent James II was sowing by relocating Protestants and how people desperately waited for William's arrival (Doc. 1). ~~The~~ The historical context of this document is especially important as it shows how in the events directly leading up to the Glorious Revolution people common people wished for change: the Enlightenment featured the popular idea that a ruler should be determined by the people in that each ruler should do what's best for their citizens*. Unlike James II, William was willing to do what the people wished in regards to all aspects of life. In his declaration on October 10, 1688, William III promises to uphold Parliament, procure peace ~~the~~ ^{protect} the rights of citizens, and maintain the Protestant faith (Doc 2.) His audience is this declaration is towards all of the citizens; this is a breakaway from regents only caring about the support of their elite ~~and~~ and exemplifies the support he has received from his country. The coronation speech conducted by Gilbert Burnet, an Anglican bishop, that implies that William is ruling justly

*as shown in Rousseau's Social Contract theory

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with proper fear of God shows that William also has support of Religious officials/Protestants in his country (Doc 4.)

→ Despite it being a popular cause if the Glorious Revolution had turned out to be a bloody and pointless affair, it could not be considered part of the Enlightenment. However, not only did the Glorious Revolution consistently stay with Enlightenment ideas/it was bloodless while not stated in the documents, the Glorious Revolution deposed James II relatively peacefully, a logical course of events looked favorably on by the Enlightenment. In order to become King, William III had to sign/ratify the English Bill of Rights. The Bill ~~deposed~~ gave Parliament a system of checks and balances over the King (Doc. 3). The intended purpose was to make it so no future English King could ever take absolute power, an outcome that suited the Enlightenment ideal of restriction of arbitrary power. ~~Further~~ Going along with bill was John Locke's *Two Treatises of Government*. Written a year after the Glorious R. during the period of the Glorious Revolution, John Locke details the future Enlightenment ideal of human rights to property (Doc 5.) This future ideal is obviously inspired by the Revolution it was written during. Even further exemplifying the Glorious Revolution's connection to the Enlightenment is Voltaire's support. In his *Letters on the English*, Voltaire ~~writes~~ that writes essentially that the English are one of the only to have a successful/productful revolution (Doc. 6). His POV is significant as Voltaire is one of the preeminent writers of the Enlightenment; his support ^{thus} strongly links the Revolution to it.

→ In contrast, unlike the Glorious Revolution, the French

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Revolution accomplished little in terms of Enlightenment ideals. The French Revolution was extremely violent, full of arbitrary decision making, and in the end it changed nothing. They executed their king only to replace him with another form of tyranny in Robespierre. In contrast, not only was the Glorious Revolution relatively bloodless, but it accomplished positive change by securing a better leader who would ensure his citizens had protected rights (in line with the Enlightenment and Rousseau's Social Contract). In conclusion, the Glorious Revolution can not only be considered part of the Enlightenment due to its popular support and maintenance of Enlightenment ideals, but it can be considered an inspiration for some of the later Enlightenment ideals itself.

AP[®] European History SCORING COMMENTARY

Document-Based Question

Evaluate whether or not the Glorious Revolution of 1688 can be considered part of the Enlightenment.

Sample: A [2 [Batch 1]]

Score—Thesis/Claim: 0

The response did not earn a point for thesis. The introductory paragraph does not state a claim responsive to the question. The statement, “I believe that when talking about the Enlightenment the Glorious Revolution has to come to mind.” fails to make an argument relevant to the prompt, and the earlier statement, “Some can agree it can be considered part of the Enlightenment,” does not establish a line of reasoning.

Score—Contextualization: 0

The response did not earn a point for contextualization. The response contains no attempt to describe a broader historical context relevant to the topic of the prompt.

Score—Evidence: 1

The response earned a point for using at least three documents to address the topic of the prompt. The response uses content from Documents 1, 2, 5, 6, and 7.

The response did not earn a point for supporting an argument relevant to the prompt using the content of at least six documents. It fails to use six documents and does not develop any argument supported by evidence.

The response did not earn a point for using at least one additional piece of specific historical evidence relevant to an argument about the prompt. The brief reference in the final paragraph to World War II is irrelevant.

Score—Analysis and Reasoning: 0

The response did not earn a point for explaining the relevance of sourcing to the argument for at least three documents. Only Document 7 is credited for sourcing, in identifying the woodcut as a piece of propaganda (POV). Other attempts, such as labeling Voltaire and Locke as Enlightenment writers, are insufficient and are not linked to an argument.

The response did not earn a point for demonstrating a complex understanding of the historical development that is the focus of the prompt by corroborating, qualifying, or modifying an argument.

AP[®] European History

SCORING COMMENTARY

Sample: B [4 [Batch 1]]

Score—Thesis/Claim: 1

The response earned a point for thesis. The final three sentences of the introduction make an argument that establishes a line of reasoning by connecting the idea of people taking action against injustice with the events of the Glorious Revolution: “During the Glorious Revolution, William III helped restore England because the people were tired of the injustice inflicted on them. The state had put themselves in a war with their people (English Civil War) who began to fight for themselves. The Enlightenment demonstrates those ideals of taking action, making the Glorious Revolution a considerable part of the Enlightenment.” This is sufficient, given the opening statement about the Enlightenment encouraging “people to think for themselves and to know more about who is governing and how.”

Score—Contextualization: 0

The response did not earn a point for contextualization. The response contains an attempt to situate the Glorious Revolution against the backdrop of the English Civil War, but the scattered, brief references are insufficient and more appropriate as historical situation for sourcing individual documents.

Score—Evidence: 1

The response earned a point for using at least three documents to address the topic of the prompt. Documents 5, 2, and 3 are discussed in the response.

The response did not earn a point for supporting an argument that responds to the prompt using the content of at least six documents. Only three documents were discussed in the response.

The response did not earn a point for using at least one additional piece of specific historical evidence beyond the documents relevant an argument about the prompt. No additional pieces of evidence are introduced.

Score—Analysis and Reasoning: 1

The response earned a point for explaining the relevance of sourcing to the argument for at least three documents. Document 5 identifies the historical situation of Locke’s treatise in mentioning his experience of the English Civil War; Document 3 identifies the historical situation of the Bill of Rights (justice for the cause of limiting the king’s power, raised during the Civil War); Document 2 identifies the audience of William’s declaration (the English people).

The response did not earn a point for demonstrating a complex understanding of the historical development that is the focus of the prompt. No modification, qualification, or corroboration of an argument was attempted.

AP[®] European History

SCORING COMMENTARY

Sample: C [12 [Batch 2]]

Score—Thesis/Claim: 1

The response earned a point for thesis. The final sentence of the introduction makes the claim that the Glorious Revolution can be considered part of the Enlightenment and the Glorious Revolution, and also introduces a line of reasoning with a qualification concerning religion.

Score—Contextualization: 1

The response earned a point for contextualization. The opening of the essay offers a broader historical context relevant to the prompt by discussing the history of English religion and politics during the sixteenth and seventeenth centuries, from Elizabeth I requiring religious uniformity, to Charles I's Personal Rule as grounded in Divine Right, to James II's personal faith as sparking conflict.

Score—Evidence: 3

The response earned a point for using at least three documents to address the topic of the prompt. The response contains a discussion of the contents of Documents 3, 5, 2, 1, 4, and 6.

The response earned a point for supporting an argument about the prompt using the content of at least six documents. Documents 3, 5, and 2 are used to support its assertion of the presence of enlightened ideas in the Glorious Revolution. Documents 1 and 4 discuss religious tensions indicated by the documents as predating the Enlightenment and the Glorious Revolution. The comments on Document 6 discuss the ongoing conflict between the king and Parliament.

The response earned a point for using at least one additional piece of specific historical evidence relevant to an argument about the prompt. The discussion of William's position in the Dutch Republic (as stadtholder in a state "free from papal grip or kings with divine right") before his accession as English king is sufficient as additional evidence.

Score—Analysis and Reasoning: 2

The response earned a point for explaining the relevance of sourcing to the argument for at least three documents. Document 3 (Bill of Rights) refers to its audience as the "audience of England" in promising rights for all, "not merely the powerful and nobility" but "the entirety of England." Document 5 (Locke) refers to audience (literate people who would "gain the sense that power of government lies within those who desires it"). Document 1 (Evelyn) provides historical situation in discussing James II's personal religion. Document 4 (Burnet) provides Burnet's POV in supporting the linkage of religion and state.

The response earned a point for demonstrating a complex understanding of the historical development that is the focus of the prompt, by arguing that the Glorious Revolution's focus on religion is not enlightened, despite the presence of other Enlightenment ideals. The response introduces this qualification in the thesis and develops it in the body of the essay, particularly in the paragraph that shifts focus with the phrase, "On the other side of the coin," to discuss religion.

AP[®] European History

SCORING COMMENTARY

Sample: D [6 [Batch 1]]

Score—Thesis/Claim: 0

The response did not earn a point for thesis. The introduction focuses only on the Glorious Revolution and makes no claim that establishes a line of reasoning concerning a relationship to the Enlightenment.

Score—Contextualization: 0

The response did not earn a point for contextualization. The response offers a brief definition of the Enlightenment but is insufficient in offering a broader historical context relevant to the prompt.

Score—Evidence: 0

The response did not earn a point for using at least three documents to address the topic of the prompt. It only mentions Documents 5 and 6.

The response did not earn a point for using the content of at least six documents to support an argument relevant to the prompt. It makes no argument and uses only two documents.

The response did not earn a point for using at least one additional piece of specific historical evidence relevant to an argument about the prompt. The information on Martin Luther and the Protestant Reformation in the second paragraph, while specific, does not support an argument.

Score—Analysis and Reasoning: 0

The response did not earn a point for explaining the relevance of sourcing to the argument for at least three documents. It makes no attempts at sourcing for the two documents referenced.

The response did not earn a point for demonstrating a complex understanding of the historical development that is the focus of the prompt by corroborating, qualifying, or modifying an argument.

AP[®] European History

SCORING COMMENTARY

Sample: E [14 [Batch 2]]

Score—Thesis/Claim: 1

The response earned a point for thesis. The introduction makes the claim that the Glorious Revolution is part of the Enlightenment, but introduces the line of reasoning that the Glorious Revolution was also about overthrowing James II, an unjust monarch, and persecuting Catholics: “The Glorious Revolution was most definitely inspired by the Enlightenment to a degree, but at the same time, it was also a degree of the people of Britain having enough of James II foolish, irresponsible, and dictative rule. After the Glorious Revolution there is still extreme discrimination shown towards Catholics, which is often overlooked when arguing the Glorious Revolution was inspired by the Enlightenment”

Score—Contextualization: 1

The response earned a point for contextualization. The opening sentences situate the Glorious Revolution within the tumultuous political events of the seventeenth century in Britain. There is sufficient information on the tensions within England (foreign conflict, the monarch’s disputes with Parliament), to lay the foundation for a consideration of themes and issues present in the Glorious Revolution. Although some of the references to James II seem more appropriate for Charles I, the information provided is substantially effective in discussing the features of the Stuart monarchy prior to the Glorious Revolution.

Score—Evidence: 3

The response earned a point for using at least three documents to address the topic of the prompt. The response discusses Documents 2, 3, 4, 5, 6, and 7.

The response earned a point for supporting an argument in response to the prompt using the content of at least six documents. Documents 2, 3, 4, 5, 6, and 7 are used to identify Enlightenment ideas and principles present in the Glorious Revolution, while a separate paragraph uses Documents 3 and 7 to discuss limitations of enlightened ideas in discussing religious inequality.

The response earned a point for using at least one additional piece of specific historical evidence relevant to an argument about the prompt. The reference to the U.S. Constitution as offering similar checks and balances develops the response’s position on the Bill of Rights as providing a limit to the king’s power: “Additional evidence that can be compared to the Bill of Rights is the U.S. Constitution, which, like the monarch and parliament, states that all the branches can check each other’s power.”

Score—Analysis and Reasoning: 1

The response did not earn a point for explaining the relevance of sourcing to the argument for at least three documents. Document 2 (William’s declaration) provides historical situation in discussing his “restoring England to a constitutional monarchy” after the “dictatorship” of James II, but there are no additional successful attempts.

The response earned a point for demonstrating a complex understanding of the historical development that is the focus of the prompt by advancing and supporting the argument that the Glorious Revolution both was and was not part of the Enlightenment. This qualification is introduced in the first paragraph; the response also highlights, in the last paragraph, that ongoing religious inequality is often overlooked as a legacy of the Glorious Revolution. This nuanced understanding earns this response the point.

AP[®] European History

SCORING COMMENTARY

Sample: F [23 [Batch 2]]

Score—Thesis/Claim: 1

The response earned a point for thesis. The introductory sentence makes a claim and offers a line of reasoning: “Although the Glorious Revolution of 1688 did aim to preserve and champion the Protestant religion, the Glorious Revolution of 1688 can be considered part of the Enlightenment because of its focus on individual rights, reforming government, and the introduction of more just laws.”

Score—Contextualization: 0

The response did not earn a point for contextualization. The response does not attempt to describe a broader historical context relevant to the prompt.

Score—Evidence: 2

The response earned a point for using at least three documents to address the topic of the prompt. Documents 1, 2, 7, 4, 3, 5, and 6 are discussed in the response.

The response earned a point for supporting an argument in response to the prompt using the content of at least six documents. Documents 1, 2, 7, and 4 discuss religion as a key focus of the Glorious Revolution (contrasting Enlightenment values); while Documents 7 and 4 are quoted, their placement at the end of the paragraph on the prioritization of Protestantism demonstrates sufficient usage in their support of an argument. Document 2, 3, 5, and 6 discuss liberties and individualism (supporting an argument in favor of considering the Glorious Revolution as part of the Enlightenment).

The response did not earn a point for using at least one additional piece of specific historical evidence relevant to an argument about the prompt. The final statement that mentions the U.S. Constitution is too abbreviated to constitute additional evidence; it is merely a reference.

Score—Analysis and Reasoning: 1

The response did not earn a point for explaining the relevance of sourcing to the argument for at least three documents. None of the documents are accompanied by sufficient explanations of point of view, purpose, historical situation, and/or audience relevant to the argument.

The response earned a point for demonstrating a complex understanding of the historical development that is the focus of the prompt by advancing and supporting the argument that the Glorious Revolution both was and was not part of the Enlightenment. This nuanced discussion is corroborated by explanation of Protestantism’s “essential role” in the Glorious Revolution, overriding the desire for “individual freedoms” (a hallmark of the Enlightenment). It then acknowledges that the “efforts made by William and Parliament following the Glorious Revolution assert the Enlightenment ideals of individualism” in the final two paragraphs.

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SCORING COMMENTARY

Sample: G [118 [Batch 11]]

Score—Thesis/Claim: 1

The response earned a point for thesis. The introduction makes a claim and offers a line of reasoning in asserting that the Glorious Revolution demonstrated “beliefs and ideas characteristic of the Enlightenment – such as the rights/liberties that human beings deserve and the laws that should govern them and limit the power of their leaders,” but did not embrace “the secular qualities considered crucial to the Enlightenment.”

Score—Contextualization: 0

The response did not earn a point for contextualization because it does not attempt to describe any broader historical context relevant to the prompt.

Score—Evidence: 2

The response earned a point for using at least three documents to address the topic of the prompt. Documents 3, 5, 6, 4, 1, and 2 are discussed in the response.

The response earned a point for supporting an argument in response to the prompt by using the content of at least six documents. Documents 3, 5, and 6 discuss the influence of Enlightenment values, and Documents 4, 1, and 2 discuss the influence of religion as contrary to the secular quality of the Enlightenment. While Document 1 is quoted in the response, sufficient use is indicated by the subsequent phrase on the “ability for it [religion] to divide the English populace,” and while Document 2 is quoted, its use is indicated by the phrase “showed that religion’s involvement in the government.”

The response did not earn a point for using at least one additional piece of specific historical evidence relevant to an argument about the prompt. No additional evidence beyond the documents is provided.

Score—Analysis and Reasoning: 1

The response did not earn a point for explaining the relevance of sourcing to the argument for at least three documents. None of the documents are accompanied by sufficient explanations of point of view, purpose, historical situation, and/or audience relevant to the argument.

The response earned a point for demonstrating a complex understanding of the historical development that is the focus of the prompt, advancing and supporting the argument that the Glorious Revolution both was and was not part of the Enlightenment. It corroborates its argument by referencing ideas and opinions from Enlightenment thinkers that were in evidence in the Glorious Revolution, but qualifies that assertion with a discussion of the ways in which the Glorious Revolution did not demonstrate the secularism associated with the Enlightenment.

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Sample: H [28 [Batch 3]]

Score—Thesis/Claim: 0

The response did not earn a point for thesis. The statement “The Glorious Revolution of 1688 can be considered part of the Enlightenment” does not, by itself, establish a line of reasoning in response to the prompt.

Score—Contextualization: 0

The response did not earn a point for contextualization. The response contains no attempt to describe a broader historical context relevant to the prompt.

Score—Evidence: 1

The response earned a point for using at least three documents to address the topic of the prompt. The response uses content from Documents 1, 2, and 4. Documents 3, 5, and 6 are identified with a single word (“rights,” “legislators,” and “power”), but these terms are insufficient to constitute usage.

The response did not earn a point for supporting an argument in response to the prompt using the content of at least six documents. It failed to use six documents effectively and does not develop any argument supported by evidence.

The response did not earn a point for using at least one additional piece of specific historical evidence relevant to an argument about the prompt. No additional evidence beyond the documents is provided.

Score—Analysis and Reasoning: 0

The response did not earn a point for explaining the relevance of document sourcing to the argument for at least three documents. There is an attempt to provide sourcing for Documents 1, 2 and 4, but the response does not explain how these attributions are relevant to an argument about the question.

The response did not earn a point for demonstrating a complex understanding of the historical development that is the focus of the prompt by corroborating, qualifying, or modifying an argument.

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SCORING COMMENTARY

Sample: I [10 [Batch 1]]

Score—Thesis/Claim: 1

The response earned a point for thesis. The introductory paragraph states a claim that responds to the prompt and establishes a line of reasoning: “Therefore, through political developments such as more say in government and social aspects including the people’s support and more rights Enlightenment ideals are expressed through the times of the Glorious Revolution; but religious aspects limit this expression and part of the Enlightenment.”

Score—Contextualization: 0

The response did not earn a point for contextualization. While the response provides multiple pieces of outside evidence, none of them describe broader historical context relevant to the prompt.

Score—Evidence: 2

The response earned a point for using at least three documents to address the topic of the prompt. The response uses content from Documents 2, 3, 5, 6, 4, and 7.

The response did not earn a point for supporting an argument that responds to the prompt by using the content of at least six documents. Documents 2 and 3 support an argument about the political rights secured by the Glorious Revolution as connecting it to the Enlightenment, and the information on religion in Documents 4 and 7 are used to contest the categorizing of the Glorious Revolution as part of the Enlightenment. However, the paragraph that references Documents 5 and 6 does not support an argument; the documents are categorized as demonstrating “social ideals,” but that concept is never sufficiently clarified.

The response earned a point for using at least one additional piece of specific historical evidence relevant to an argument about the prompt, in the discussion of the Social Contract with respect to Thomas Hobbes and John Locke. A second piece of specific historical evidence beyond the documents relevant to the subject of the question is provided in the discussion of Deism.

Score—Analysis and Reasoning: 2

The response earned a point for explaining the relevance of sourcing to the argument for at least three documents. The discussion of Document 2 explains the relevance of audience in noting that the people “made” William king “to do certain things for them” and he didn’t want to “displease” them. The discussion of Document 5 explains Locke’s point of view as a *philosophe* offering commentary on government as his “job.” The response also indicates Voltaire’s purpose in Document 6 as wanting “to show others that they can accomplish big things.”

The response earned a point for demonstrating a complex understanding of the historical development that is the focus of the prompt. The recognition that the Glorious Revolution displayed Enlightenment ideals in only some ways is explored in several places in the response, particularly the final paragraph, which describes the religious elements of the Glorious Revolution as contrary to Enlightenment ideals.

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SCORING COMMENTARY

Sample: J [75 [Batch 7]]

Score—Thesis/Claim: 1

The response earned a point for thesis. The final sentence of the introduction makes the claim that the Glorious Revolution can be considered part of the Enlightenment, establishing a line of reasoning about the broad support for the revolution and its outcomes as “in line with future Enlightenment ideals.” The later statement on its own is insufficiently detailed, but the reference to “broad support” makes it clear that the author is considering the role of popular sovereignty.

Score—Contextualization: 1

The response earned a point for contextualization. The opening of the essay offers a broader historical context relevant to the prompt by discussing the history of English religion and politics, stretching back to Henry VIII’s split with the church through the Stuart century.

Score—Evidence: 3

The response earned a point for using at least three documents to address the topic of the prompt. The response contains a discussion of the contents of Documents 1, 2, 4, 3, 5, and 6.

The response earned a point for supporting an argument that responds to the prompt by using the content of at least six documents. Documents 1, 2, and 4 are used to discuss the idea that rulers should be selected to act in the best wishes of the people and should have support of the people, including religious officials. Documents 3, 5, and 6 are used to indicate the connection of the Glorious Revolution to Enlightenment ideals by showing that its bloodless, peaceful nature served as a model for Enlightenment thinkers.

The response earned a point for using at least one additional piece of specific historical evidence relevant to an argument about the prompt. The discussion of the Enlightenment idea that “a ruler should be determined by the people in that each ruler should do what’s best for their people” is directly linked to Rousseau’s Social Contract theory.

Score—Analysis and Reasoning: 2

The response earned a point for explaining the relevance of sourcing to the argument for at least three documents. Document 1 (Evelyn) identifies historical situation and POV in using Evelyn’s journal as a view of the “popular” perspective. The audience of Document 2 is “all of the citizens” of England. The purpose of Document 3 “was to make it so no future English king could ever take absolute power.” The POV of Document 6 (Voltaire) is identified as that of “one of the preeminent writers of the Enlightenment.” The response makes Voltaire’s identification relevant to an argument about the influence of the Glorious Revolution on the later course of the enlightenment. Merely identifying Voltaire as an enlightenment author would not have been sufficient sourcing for the document.

The response earned a point for demonstrating a complex understanding of the historical development that is the focus of the prompt. It maintains that the Glorious Revolution’s peaceful transition from one monarch

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to another along the ideals of popular supports and liberties inspired the Enlightenment in key ways. It adds nuance in a number of places by exploring the complex relationship between the two historical processes.