
AP[®] European History

Sample Student Responses and Scoring Commentary

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AP[®] EUROPEAN HISTORY 2019 SCORING GUIDELINES

Short Answer Question 2

Question-Specific Scoring Guide

- One point for describing one way in which the image expresses ideas popularized during the Enlightenment.
- One point for describing one way in which the image reflects the policies of the French Revolutionary government’s radical phase.
- One point for describing one way in which the ideas in the image continued to influence European political thought after 1815.

Scoring Notes

To meet the requirement of “describe” in parts (a), (b), and (c), the response must offer a minimally accurate description of some aspect of French Revolutionary ideas referenced by the image and some indication of how that idea relates to the topic of the prompt. Although it is not necessary for an acceptable response to offer an explicit explanation of the relationship between a particular Revolutionary idea and the task of the prompt, the response must go beyond mere mention or name-dropping. For parts (a) and (b) of the question, although the response does not need to explicitly reference the image, it must make at least an implicit reference that signals understanding that ideas from the Enlightenment and/or policies of the French Revolution’s radical phase have a defensible connection to the concepts depicted in the image.

Possible acceptable responses for part (a) (not exhaustive):

- Image stresses the power of reason — a central belief of the Enlightenment.
- Image portrays “ignorance and fanaticism” as the great enemies — reflecting the Enlightenment’s critique of traditional sources of authority and belief systems.
- Image portrays the Enlightenment as a process of universal reform, offering broad social benefits such as liberty.
- Image stresses the importance of “liberty,” a concept that many Enlightenment philosophes discussed in relation to ideas about natural rights, social contracts, religion, and government.

Additional notes:

- Simply describing the visual details of the image by itself or rephrasing the image caption is not enough to earn the point; the response must link the image in some way to the ideas it references.
- Some responses are attempting art historical readings of the image, particularly noting the Classical themes in the image. This is acceptable as long as the response also responds to the task of the question prompt.

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Short Answer Question 2 (continued)

Possible acceptable responses for part (b) (not exhaustive):

- Image’s attack on fanaticism reflects the Jacobin policies of de-Christianization.
- Violent imagery of the engraving reflects Robespierre’s/the Jacobins’ willingness to use force to enact their policies.
- Image’s championing of reason reflects the Jacobin attempt to establish the Cult of Reason and the Cult of the Supreme Being, as well as providing the support for Robespierre’s Republic of Virtue.
- Image’s portrayal of liberty reflects the Jacobin establishment of a new, republican form of government replacing the monarchy.
- Image’s portrayal of Liberty’s Phrygian cap, a symbol of the sans-culottes, reflects the significance of popular support for the radical phase of the Revolution, including policies of universal male suffrage and republicanism.

Additional note:

Although responses do not have to specifically discuss the Jacobins, the prompt specifies that their analysis should focus on the “radical phase” of the Revolution (i.e., 1792–1794). Mentions of Robespierre, the Committee of Public Safety, the Reign of Terror, guillotines and mass executions, the republican calendar, etc. will be important indicators of student knowledge about the shift from the liberal to the radical phase in 1792.

Possible acceptable responses for part (c) (not exhaustive):

- Post-1815 liberals (in France and elsewhere) continued to portray their struggle in the same terms of rationality and liberty against oppressive tradition.
- Revolution of 1830 in France was aimed at broadening liberty, overthrowing a conservative regime to form a more rational, representative government.
- Many revolutionaries of 1848 also conceived of their movements in the same terms, as struggles for rational order against reactionary forces.
- Metternich (Concert of Europe) and the ideology of conservatism emerged in Europe after 1815 as a reaction against the Enlightenment and French Revolution in the aftermath of the Napoleonic Wars.
- Romanticism inspired nationalism during the 19th century as a reaction against the spread of French Revolutionary ideas during the Napoleonic Wars.
- European governments gradually secularized over the 19th century through the implementation of liberal policies, including the legal separation of church and state.
- Europeans justified the expansion of overseas empires and the domination of colonized peoples (e.g., “The White Man’s Burden”) through the explanation that Europeans were more “enlightened” and colonized peoples were “ignorant” and “fanatical.”

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Short Answer Question 2 (continued)

Additional notes:

- Responses that describe Enlightenment/French Revolutionary influences on European political thought during the 20th century are also acceptable, as long as the response can make a historically defensible case for them.
- Responses that focus solely on post-1815 intellectual or scientific influences of the Enlightenment (e.g., germ theory, Darwin’s theory of evolution, Romanticism in literature and art) and do not make any connection to political thought will not earn the point.

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

2.a. The Enlightenment popularized the use of Reason to govern and view the world, as well as the affirmation of natural rights given to all men. The triumph of natural rights and reason triumphing over the old ways of ignorance would be squarely in line with Enlightenment ideals of using the thought process in science, an objective way of thinking to triumph over the old way of common-sense.

b. The Radical phase of the French Revolution evoked policies like the expansion of Public Education and a revision of the curriculum to focus more on Enlightenment ideals. The youth were expected to become "men of the Revolution" and be educated in Enlightenment ideas and sciences to objectively view the world. They were expected to know the natural rights, like liberty, and use reason rather than spirituality or emotion to make decisions, like in the picture.

c. The ideas in the image continued on after 1815, being ~~in the forefront~~ way ~~and European states were ruled in~~ the 19th century. For example, the revolutions of 1848 were ignited and followed the same philosophy as the French Revolution. The revolutionaries in 1848 wanted Liberty and a Rational government, opposing the conservatives in power. The ideas lived on in the liberal and Socialist parties in the 1800s.

End of response area for Q2

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

a) One way that the image expressed the ideas of the Enlightenment was the newfound interest in reason as opposed to religion or science. The Enlightenment popularized more literature and inspired people to gain more knowledge.

b) One way in which the image reflects the policies of the French revolutionary government's radical phase was the liberty given to the people due to the radical Jacobins support of revolutionary ideas that were inspired by the Enlightenment era.

c) One way in which the ideas in the image continued to influence European political thought after the year 1815, were the Revolutions of 1848. In these revolutions, people revolted against corrupt rulers who took away liberties and Enlightenment ideals such as natural rights. For example, the French people revolted against the corrupt Louis-Phillipe and his advisor Guizot who were unjust toward the ~~poor~~ people, which relates to Locke and Rousseau's idea of a social contract theory.

End of response area for Q2

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

2a) ~~Through the French Revolutionary government~~

One way the image expresses ideas popularized during the Enlightenment is the "sceptre of reason" being able to conquer the ignorance and false beliefs. Enlightenment thinkers used reason above all things.

2b) Liberty is armed with reason. Liberty embodies the nationalism that French Revolutionary government used to promote its radical political changes.

2c) Reason can be used to control government.

End of response area for Q2

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Short Answer Question 2

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

Overview

a) Describe one way in which the image expresses ideas popularized during the Enlightenment.

Responses were expected to offer an accurate description of the connection between the French Revolutionary ideas depicted in the image (i.e., “Liberty armed with Reason striking down Ignorance and Fanaticism”) and Enlightenment ideas such as reason, rationality, and liberty. These concepts are addressed in the curriculum framework in Topics 4.3 (The Enlightenment); 4.6 (Enlightened and Other Approaches to Power); 4.7 (Causation in the Age of the Scientific Revolution and the Enlightenment); and 5.4 (The French Revolution).

b) Describe one way in which the image reflects the policies of the French Revolutionary government’s radical phase.

Responses were expected to connect the ideas depicted in the image to specific policies of the French revolutionary government’s radical phase (1792–1794). This content information is addressed in the curriculum framework in Topics 4.3 (The Enlightenment) and 5.4 (The French Revolution, specifically by Key Concept 2.1.IV.C).

c) Describe one way in which the ideas in the image continued to influence European political thought after 1815.

Responses were expected to connect ideas from either the Enlightenment or the radical phase of the French Revolution to European political thought after 1815, including such developments as conservative reactions against revolutionary movements and liberalism after the Congress of Vienna or the influence of ideas about liberty and democracy on the revolutionary movement in 1848.

Sample: 2A

Score: 3

The response to part a) earned 1 point because it implicitly references the image through its connection between “natural rights and reason triumphing over the old ways of ignorance” and Enlightenment innovations in science and “objective way of thinking,” as well as its reference to the Enlightenment popularization of the use of reason to govern.

The response to part b) earned 1 point because it describes the radical revolutionary educational reforms put into place by the Jacobins in 1793 and links them to Enlightenment ideas and the figure representing Liberty in the image.

The response to part c) earned 1 point because it connects the French Revolution and Enlightenment ideas of liberty and rational government to the French Revolution of 1848 and to the emergence of socialism in the 1830s. The implicit reference to the image is sufficient here.

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Short Answer Question 2 (continued)

Sample: 2B

Score: 2

The response to part a) earned 1 point because it describes how the image represents the Enlightenment's interest in reason as opposed to religion and that it inspired people to gain knowledge.

The response to part b) did not earn a point because it does not give a specific example of policies of the French Revolutionary government's radical phase, despite name-dropping the term Jacobin.

The response to part c) earned 1 point because it describes how the Revolutions of 1848 drew inspiration from Enlightenment and French Revolutionary ideals such as liberty and natural rights and, in the French case, drew inspiration from Enlightenment thinkers such as Rousseau and Locke.

Sample: 2C

Score: 1

The response to part a) earned 1 point because the final sentence states, "Enlightenment thinkers used reason above all things," which demonstrates a basic understanding that reason was a central intellectual belief of the Enlightenment and elevates the response beyond just a restatement of the question and image caption.

The response to part b) did not earn a point because it does not give a specific example of policies of the French Revolutionary government's radical phase.

The response to part c) did not earn a point because it makes no reference to post-1815 political thought or the image.