
AP[®] European History

Sample Student Responses and Scoring Commentary

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Question 1: Short Answer Secondary Source**3 points****General Scoring Notes**

- Each point is earned independently.
- **Accuracy:** These scoring guidelines require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity:** Exam responses should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.
- **Describe:** Provide the relevant characteristics of a specified topic. Description requires more than simply mentioning an isolated term.
- **Explain:** Provide information about how or why a historical development or process occurs or how or why a relationship exists.

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- (A)** Describe one argument the author makes regarding the revolutions discussed in the passage. **1 point**

Examples that earn this point include the following:

- English revolutions of the 17th century were aimed at creating England’s current system of government.
- The English constitution is the most just and moral of all existing governments.
- French revolutionaries in 1789 were also trying to create a new constitution.
- The Glorious Revolution and English constitutionalism as influencing factors for French revolutionary ideas.
- History is progressing toward the creation of more representative governments.

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- (B)** Identify one piece of evidence not found in the source that would support the author’s claim regarding representative government. **1 point**

Examples that earn this point include the following:

- Representative institutions created by the French Revolution (e.g., National Assembly)
- Pressure for greater representative government in Britain (Chartist movements, Reform Bills)
- Preservation of some representative institutions even under monarchies such as Napoleon’s or the Bourbon Restoration
- Demands for representative government during the 1830 and/or 1848 revolutions
- Representative government formed out of the American Revolution
- Inclusion of Enlightenment ideas, such as social contract theory and natural rights (Locke, Montesquieu, Rousseau)

(C) Explain one limitation of de Staël’s view of the French Revolution. **1 point**

Examples that earn this point include the following:

- Mixed motivations of French revolutionaries in 1789; some, such as the peasantry, were more interested in meeting their immediate needs than creating representative government.
- Failure of the French revolutionary government to maintain truly representative government.
- Attempts to impose revolutionary regimes on other countries by force.
- Conservative reaction to French Revolution and Napoleon that rejected representative government and democratic norms (e.g., rescinding the rights of Jews and women; the reimposition of slavery in Haiti).
- De Staël ignores the impact of the American Revolution on the French Revolution.
- The Reign of Terror (e.g., Committee for Public Safety; Vendée massacres).

Total for question 1 3 points

SAQ1 A

Write your answer to SHORT-ANSWER QUESTION 1 on this page only. Do NOT write outside the box. Do not skip lines.

A) One argument the author makes regarding the revolutions discussed in the passage is that both came about because of a desire from the people to establish "a representative government." He says that they wanted to progress society by instituting a new, more just government.

B) One piece of evidence that would support the author's claim regarding representative government is the success of the British Parliament in their history. Being a representative government allowed Britain to advance quickly, urbanize successfully, and excel during the Industrial Revolution. Because Parliament was elected by the people, it represented their needs and led to a more prosperous society than most other countries.

C) One limitation of de Staël's view of the French Revolution is the rise of Napoleon. Though during the revolution, they created a representative government, the end result was the rise of a dictator. The French Revolution's representative government was not successful and didn't lead to progress like de Staël claims.

SAQ1 B

Write your answer to **SHORT-ANSWER QUESTION 1** on this page only. Do NOT write outside the box. Do not skip lines.

- a) The author argues that the French and British Revolutions allowed for a period of social progress. This can be seen through the ~~development of~~ ~~the~~ breaking down of the Estate system in France, because this system was oppressing the third estate ~~since they had to pay taxes and had no form~~ through the payment of taxes and lack of representation. Therefore, this breaking down of the Estate system allowed for a period of social progress, in regards to equality amongst men, expansion of natural rights, and representation in the government.
- b) The Thirty Years War ~~represents~~ supports the argument ~~that~~ of revolutions and representative government allows for social progress. The Thirty Years war was fought as a result of the ideas that sparked during the Protestant Revolution and a lack of religious toleration. Therefore, once the conflict was resolved The Holy Roman Empire was broken down into smaller states that could decide their own religion, this is significant because it advanced the idea of religious toleration within Europe and sparked widespread social movements.
- c) De Stael's view of the French Revolution is hindered through Napoleon's rise to power. Napoleon reversed the social progress made during this period by limiting freedom of speech and press, thus rendering the events of the French Revolution practically useless. This is significant because Napoleon's rise completely contradicted the absolute power that was fought against.

SAQ1 C

Write your answer to **SHORT-ANSWER QUESTION 1** on this page only. Do **NOT** write outside the box.
Do not skip lines.

- a) Regarding the revolutions discussed in the passage, the author ~~is~~ argues that England's 50 year revolution led to the adoption of the current Constitution and that it is the finest monument of justice and moral greatness existing in Europe.
- b) From the way that the author is speaking so highly of England's current constitution, deeming it the 'finest monument of moral greatness existing in Europe', I can assume that she strongly favors representative governments, the English one in particular.
- c) The author also believes that the French Revolution was progressive and a step in the right direction, however, I don't feel she is a French citizen therefore she will never fully understand the French Revolution and her view is limited.

Short Answer Question 1

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

Overview

a) Describe one argument the author makes regarding the revolutions discussed in the passage.

Responses were expected to describe one argument made within the passage that demonstrates comprehension of the ideas de Staël presents regarding the revolutions in England and France.

b) Identify one piece of evidence not found in the source that would support the author’s claim regarding representative government.

Responses were expected to name (identify) a piece of evidence that relates to representative government, either before, during, or after the French Revolution, that would support de Staël’s claims.

c) Explain one limitation of de Staël’s view of the French Revolution.

Responses were expected to provide evidence and explain a major flaw that would challenge de Staël’s argument concerning the French Revolution.

Sample: 1A

Score: 3

The response earned 1 point for part (a) because it argues that both the English and French revolutions arose from a popular desire to have a representative government.

The response earned 1 point for part (b) because it identifies the British Parliament as representing the needs of the people.

The response earned 1 point for part (c) because it offers the rise of Napoleon as dictator as a piece of evidence for the lack of progress of French representative government.

Sample: 1B

Score: 2

The response earned 1 point for part (a) with the minimal assertion that de Staël saw revolutions as leading to social progress.

The response did not earn the point for part (b) because its description of events in the Holy Roman Empire are not directly relevant to de Staël’s ideas about the development of constitutionalism and/or representative government.

The response earned 1 point for part (c) because it offers a piece of evidence that Napoleon rolled back social progress gained from the French Revolution.

Short Answer Question 1 (continued)

Sample:1C

Score: 1

The response earned 1 point for part (a) because it argues that a 50-year period of revolution in England led to the current constitution.

The response did not earn the point for part (b) because it does not identify a piece of evidence that supports de Staël's ideas about constitutions and/or representative government.

The response did not earn the point for part (c) because it does not explain any valid limitations of de Staël's arguments.