

EUROPEAN HISTORY

SECTION II

Total Time—1 hour and 40 minutes

Question 1 (Document-Based Question)

Suggested reading and writing time: 1 hour

It is suggested that you spend 15 minutes reading the documents and 45 minutes writing your response.

Note: You may begin writing your response before the reading period is over.

Directions: Question 1 is based on the accompanying documents. The documents have been edited for the purpose of this exercise.

In your response you should do the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using at least six documents.
- Use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
- For at least three documents, explain how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

Begin your response to this question at the top of a new page in the separate Free Response booklet and fill in the appropriate circle at the top of each page to indicate the question number.

1. Evaluate whether the English Civil War (1642–1649) was motivated primarily by religious reasons or primarily by political reasons.

Document 1

Source: Sir Thomas Peyton, member of the House of Commons, letter to his brother-in-law on King Charles I's dissolution of Parliament, 1640

I have no good news to send you. The King thanked the House of Lords for their respect and readiness to do him good services, and [said that] were it not for some rowdy and popular members of parliament, he might have received as much respect from the House of Commons. Therefore he would not blame all of the members for the faults of some agitators. As for their grievances, . . . he assured them that he would preserve religion in its purity and truth, and have as tender a care of the church as can be required of any Christian prince. And so, he left the royal pleasure to be delivered by the lord keeper [an officer of the crown], who only said, “it is his majesty’s pleasure this parliament be dissolved.”

Document 2

Source: Report by royal officials accusing a group of Anabaptists of meeting secretly in a private house, 1641

The accused being brought before Sir John Lenthall, he demanded why they would not go and resort to their parish church, according to the law of 35 Elizabeth.* They answered:

1. That the law of 35 Elizabeth was not a true law, because it was made by the bishops; and that they would not obey it.
2. That they would not go to their parish churches. That those churches were not true churches; and that there was no true church but where the faithful met.
3. That the king could not make a perfect law, because he was not a perfect man.
4. That they ought not to obey the king except in civil things.

*the 1593 act enforcing attendance at Anglican parish churches

Document 3

Source: *Memoirs of the Life of Colonel Hutchinson, Governor of Nottingham Castle and Town, Written by his Wife Lucy*, based upon Lucy Hutchinson's diary, which recounts events of 1641

Finding rumours beginning to stir, Mr. Hutchinson applied himself to understand the things then in dispute, and read all the public papers that came forth between the king and parliament, besides many other private treatises, both concerning the present and fore-going times. Hereby he became abundantly informed, and convinced of the righteousness of parliament's cause under the civil law. And he was also convinced that there were attempts to bring back popery [Roman Catholicism] and subvert the true protestant religion, which indeed was apparent to everyone that impartially considered it. But he did not think that those attempts were as clear grounds for the war as was the defence of the just English liberties. Although he was clearly swayed by his own judgement and reason to parliament's side, yet, thinking he had no warrantable call at that time to do anything more, he contented himself with praying for peace.

Document 4

Source: Lady Sydenham, wife of a Royalist, letter to Lady Verney, the wife of a Parliament supporter, September 1642

My dear Lady Verney, I did long for your answer to my letter, because you did express a trouble in yours to me about your husband's resolutions. My dear heart, now I hope that you are resolved of what he will do, and that I find it is better for one to be certain, than to live between hopes and fears of what will happen. I know your husband has chosen the strongest side, though I cannot think it the best. But I am confident he does believe it is the best, and for that reason he chose it. Truly, my heart, it staggers me that he should not see clearly all their ways, being they are so apparent. For instance, how is it the liberty of the king's subjects to take all from those who are not of like mind, and to pull down their houses, and imprison them, and leave them to the mercy of the unruly multitude?—I cannot find that this is the liberty of the subject. Nor do I find that it is in God's law to take arms against their lawful king to depose him. . . . My dear, if any of my friends fall in this quarrel I trust their souls will be happy, for sure 'tis lawful to fight for one's lawful king.

Document 5

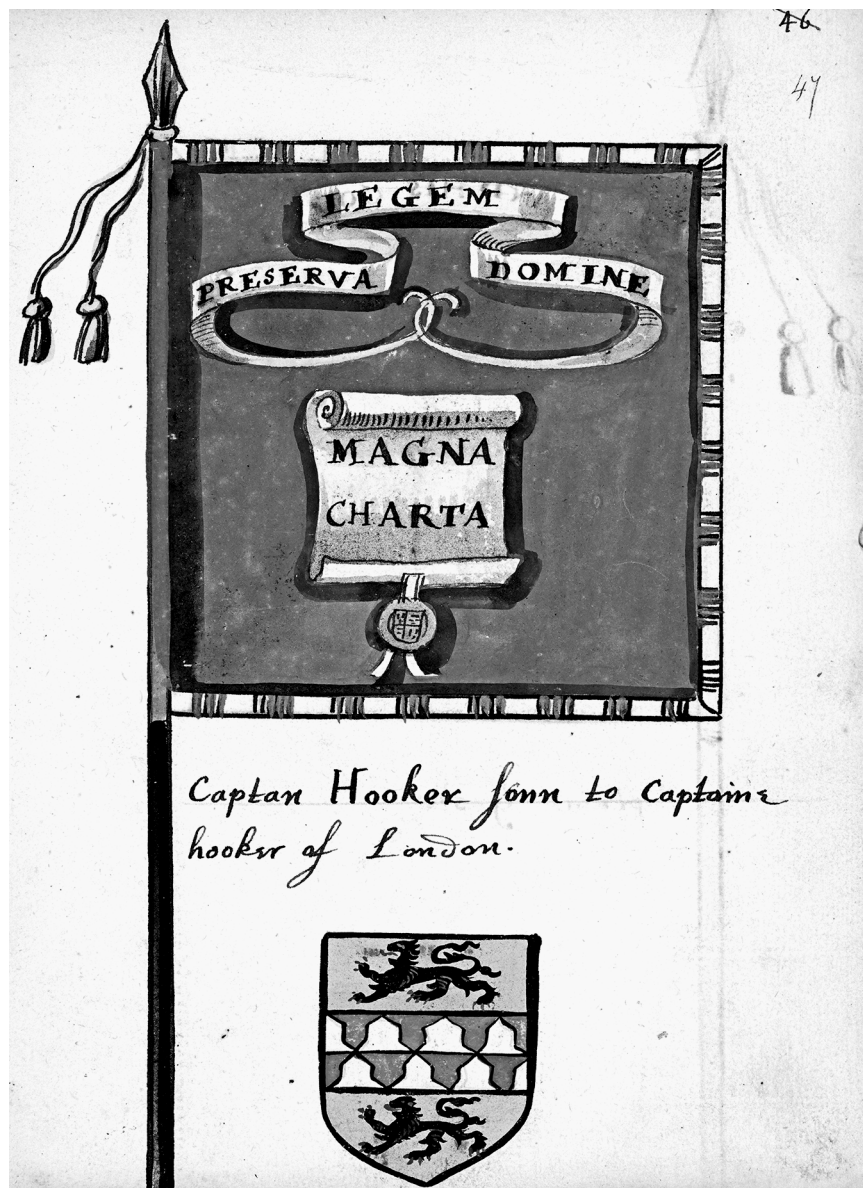
Source: Jonathan Langley, Shropshire merchant, letter to Sir Francis Ottley, Royalist politician, and Henry Bromley, Sheriff of Shropshire, February 1643

Right Worthy Sirs,

I take so much boldness on me to write my mind unto you. I have left my father, my wife, and children, in what state of mind God knows, and how much I desire to return to them you shall see by this letter. I never had an Intention, nor yet have, of taking up Arms on either side. My reason is that my protestation [oath] already taken binds me to both king and to parliament. There are two Armies each seeking to destroy the other . . . each taking the Protestant religion for their Standard. Yet one claims the other are Papists [Roman Catholics] and the other side claims their opponents are schismatics, but (for my part) my conscience tells me they both intend [to support] the Protestant Religion. What reason have I therefore to fall out with either? Now, if you'll be pleased to shelter me by your power, to live at Home is my earnest desire, beseeching you that no more protestations be urged upon me, for I find in my own Conscience I have sufficiently enough of this, nor to be compelled to bear arms, nor clapt up [chained in irons] as disaffected to his Majesty, which very word I abhor from my heart.

Document 6

Source: A sketch of the battle flag of Captain Hooker, officer in the Parliamentary Army, carried during the English Civil War



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The Latin text above the scroll representing the Magna Carta reads: "Preserve the Law, O Lord."

Document 7

Source: “The Soldier’s Catechism,” distributed as a leaflet to the army of Parliament, 1644

1. I fight to recover the King out of the hands of a Popish malignant company, that have seduced His Majesty with their wicked Counsels and have withdrawn him from his Parliament.
2. I fight for the Laws and Liberties of my country, which are now in danger of being overthrown by them that have long labored to bring into this country an Arbitrary and Tyrannical government.
3. I fight for the preservation of our parliament, in the being whereof (under God) consists the glory and welfare of this Kingdom; if this foundation be overthrown, we shall soon be the most slavish nation in the Christian World.
4. I fight in the defence and maintenance of the true Protestant Religion, which is now violently opposed, and will be utterly suppressed in this Kingdom and the Popish Religion again advanced, if the armies raised against Parliament prevail.

END OF DOCUMENTS FOR QUESTION 1

Question 2, 3, or 4 (Long Essay)

Suggested writing time: 40 minutes

Directions: Answer Question 2 or Question 3 or Question 4.

In your response you should do the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
 - Describe a broader historical context relevant to the prompt.
 - Support an argument in response to the prompt using specific and relevant examples of evidence.
 - Use historical reasoning (e.g., comparison, causation, continuity or change over time) to frame or structure an argument that addresses the prompt.
 - Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.
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2. Evaluate the most significant similarity between the French Revolution of 1789–1799 and the Revolutions of 1848.

 3. Evaluate the most significant difference between economic development in eastern Europe and economic development in western and central Europe in the 1800s.

 4. Evaluate the most significant similarity between the regimes of Nazi Germany and Soviet Russia in the interwar period.

Begin your response to this question at the top of a new page in the separate Free Response booklet and fill in the appropriate circle at the top of each page to indicate the question number.

WHEN YOU FINISH WRITING, CHECK YOUR WORK ON SECTION II IF TIME PERMITS.

Question 1: Document-Based Question, English Civil War

7 points

General Scoring Notes

- Except where otherwise noted, each point of these rubrics is earned independently; for example, a student could earn a point for evidence without earning a point for thesis/claim.
- **Accuracy:** The components of these rubrics require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, essays 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 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.

Evaluate whether the English Civil War (1642–49) was motivated primarily by religious reasons or primarily by political reasons.

Reporting Category	Scoring Criteria	
Row B Contextualization (0-1 points)	0 points Does not meet the criteria for one point.	1 point Describes a broader historical context relevant to the prompt.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: - Provide an overgeneralized statement about the time period referenced in the prompt. - Provide context that is not relevant to the prompt. - Provide a passing phrase or reference.	Responses that earn this point: Accurately describe a context relevant to whether the English Civil War was motivated primarily by religious or political reasons
	Examples that do not earn this point: Do not provide context relevant to the topic of the prompt <i>“England was an expanding power in Europe and the world until the English began to fight among themselves.”</i> Provide an overgeneralized statement about the time period referenced in the prompt <i>“Europe was experiencing massive religious conflict in the 1600s and England was no exception.”</i> Provide a passing phrase or reference <i>“At the time of the Civil War, England was ruled by a king and Parliament.”</i>	Examples of relevant context that earn this point include the following if appropriate elaboration is provided: - Protestant Reformation in England—creation of the Anglican Church - Tudor expansion of royal power - James and Charles’ absolutist tendencies - English Parliament’s role in government - Suppression of Roman Catholicism in England - Rise of Puritanism - New monarchies - Enlightenment ideas about rights Examples of acceptable contextualization: <i>“England had a long-standing tradition of requiring the king to work with Parliament when making important decisions and raising new taxes.”</i> <i>“After the Protestant Reformation in England, the king was supposedly the head of the English Church, but many religious radicals, known as Puritans, began to think the king had not reformed the church enough.”</i>
Additional Notes: - 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. - To earn this point, the context provided must be more than a phrase or reference.		

Reporting Category	Scoring Criteria		
Row C Evidence (0-3 points)	Evidence from the Documents		
	0 points Does not meet the criteria for one point.	1 point Uses the content of at least three documents to address the topic of the prompt.	2 points Supports an argument in response to the prompt using at least six documents.
	Decision Rules and Scoring Notes		
	Responses that do not earn points: - Use evidence from less than three of the documents - Misinterpret the content of the document - Quote, without an accompanying description, of the content of the documents - Address documents collectively rather than considering separately the content of each document	Responses that earn 1 point: - Accurately describe — rather than simply quote — the content from at least three of the documents to address the topic of whether the English Civil War was motivated primarily by religious or political reasons. Examples of describing the content of a document: Describe evidence from the documents relevant to the topic but do not use that evidence to support an argument (Document 2) <i>“The court record recounts the beliefs of a group of Anabaptists who refused to obey England’s religious law.”</i> (Document 5) <i>“Jonathan Langley’s letter states that he is reluctant to choose sides in the war.”</i>	Responses that earn 2 points: - Support an argument in response to the prompt by accurately using the content of at least six documents. Examples of supporting an argument using the content of a document: (Document 6): <i>“The banner has an image of the Magna Carta, a symbol of the political power of Parliament, which indicates the political motivation for fighting against the king.”</i> (Connects the contents of a document to an argument about political motives.) (Document 3): <i>“Lucy Hutchinson claims her husband was concerned by both religious and political developments, but that he saw the political attempt to destroy the power of Parliament as the real reason to fight.”</i> (Connects the contents of a document to an argument about the mix of religious and political motives.)
	Additional Notes: To earn 2 points, the response does not have to use the six documents in support of a single argument—they can be used across sub-arguments or to address counterarguments.		

Row C (continued)	Evidence Beyond the Documents:	
	0 points Does not meet the criteria for one point.	1 point Uses at least one additional piece of the specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: • Provide evidence that is not relevant to an argument about the prompt. • Provide evidence that is outside the time period or region specified in the prompt. • Repeat information that is specified in the prompt or in any of the documents. • Provide a passing phrase or reference.	Responses that earn this point: • Must use at least one specific piece of historical evidence relevant to an argument about motivations for the English Civil War. Examples of relevant evidence beyond the documents that earn this point include the following, if appropriate elaboration is provided: • Previous Tudor rulers (Mary, Elizabeth, etc.) • Divine Right of kings • Ship tax • Oliver Cromwell • Stuart Absolutism Examples of relevant evidence beyond the documents that earn this point include the following:
	Additional Notes: • Typically, statements credited as evidence will be more specific than statements credited as contextualization. • To earn this point, the evidence provided must be different from the evidence used to earn the point for contextualization. • To earn this point, the evidence provided must be more than a phrase or reference.	

Reporting Category	Scoring Criteria	
Row D Analysis and Reasoning (0-2 points)	Sourcing	
	0 points Does not meet the criteria for one point.	1 point 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.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: - Explain sourcing for less than three of the documents. - Identify the point of view, purpose, historical situation, and/or audience but fail to explain how or why it is relevant to an argument. - Summarize the content or argument of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience. Examples that do not earn this point: Identify the point of view, purpose, historical situation, and/or audience, but do not explain how or why it is relevant to an argument <i>"Captain Hooker's banner was intended to display his beliefs during battle."</i> Summarize the content of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience <i>"Peyton is writing to a family member about the king's anger at some members of Parliament."</i>	Responses that earn this point: - Must explain how or why—rather than simply identifying—the document's point of view, purpose, historical situation, or audience is relevant to an argument that addresses the prompt for each of the three documents sourced. Example of acceptable explanation of the significance of the document's purpose: (Document 7): <i>"The Catechism is intended to provide soldiers with a simple list of mostly religious reasons why the rebellion against the king is justified."</i> (Connects the purpose of the document to an argument about the influence of religion on motivations.) Example of acceptable explanation of the relevance of the audience of a source: (Document 4): <i>"Lady Sydenham is writing privately to a friend about her husband's political choice and so she is candid about the greater strength of the Parliamentary side even while she argues against it."</i> (Connects information about the audience of the document with an argument about political motivations.) Example of acceptable explanation of the significance of the historical situation of a source: (Document 5): <i>"Langley is seeking protection from local officials as the civil war is intensifying and he hopes to stay neutral by portraying himself as loyal to Protestantism."</i> (Provides information about the situation of the source relevant to an argument about the importance of religious motivations.)

Row D (continued)	Complexity	
	0 points Does not meet the criteria for one point.	1 point 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.
	Decision Rules and Scoring Notes	
		Responses that earn this point: May demonstrate a complex understanding in a variety of ways, such as: - Explaining nuance of an issue by analyzing multiple variables. - Explaining both similarity and difference, 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. Demonstrating complex understanding might include any of the following if appropriate elaboration is provided: - Analyzing multiple variables, such as exploring how some opponents of the King used political means to further a religious agenda (Explains nuance) - Explaining how the opposition to Charles was not monolithic and included those inspired by fear of Catholicism and those inspired by resistance to absolutism (Explains multiple causes) - Explaining insightful connections across periods, for instance, by constructing an argument that explains how the political and governmental issues of the English Civil War were only finally settled by the Glorious Revolution (Explains relevant and insightful connections) - Qualifying the argument by noting that the separation between religious and political motivations is often difficult to make in the sources (Corroborates, qualifies, or modifies an argument by considering diverse or alternative views or evidence)
Additional Notes: This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.		

Document Summaries

Document	Summary of Content	
1. Peyton letter	- Peyton describes how the King dissolved Parliament because of “agitators” in the House of Commons - Peyton also indicates that the King tried to assuage Parliament’s religious concerns	Peyton is writing to a family member who probably shares his political views, so he frankly shares his opinion that the king’s political decision is “no good news” (audience)
2. Report on Anabaptists	- The accused Anabaptists assert that they will not obey the law requiring them to attend Anglican services - The Anabaptists also assert that the monarch has no religious authority	- As a court record produced by the government, the report presents the most shocking beliefs of the Anabaptists (purpose) - The inquiry is taking place at a time when religious dissent from the Anglican Church was widespread and often had a political dimension because the King was also the head of the Church of England (historical situation)
3. Lucy Hutchinson’s account of her husband’s decision	Describes how her husband, despite thinking the king was a threat to Protestantism and political liberty, did not feel he should actively join the rebellion	Hutchinson, writing when many people have chosen sides, seeks to portray her husband’s neutrality as a careful, reasoned choice (historical situation)
4. Lady Sydenham’s letter to the wife of a Parliamentary supporter	- Sydenham acknowledges the Parliamentary side is stronger - She questions the rightness of their cause, saying they are misusing the idea of liberty	- Sydenham is attempting to change Lady Verney’s mind by pointing out the adverse political consequences of the Parliamentarians’ ideas and methods (purpose) - As a royalist, Sydenham focuses on the most questionable political actions of the Parliamentary supporters (point of view)
5. Langley letter	- Langley discounts the religious accusations of both sides - He requests protection so that he is not forced to fight or imprisoned	- Because he is trying to avoid choosing sides, Langley focuses on what he sees as the biggest source of conflict, religion (purpose) - Because he is writing to Royalists, Langley is careful to insist that he has no political differences with the king (audience)

6. Captain Hooker's battle flag	• Image of the Magna Charta • Motto asking for God's support to preserve the law	• Because it is a battle flag, it attempts to convey a simple, straightforward message about the reasons for opposing the king (purpose) • The use of the Magna Charta, a powerful symbol of liberty for people in England, is intended to link the Parliamentary cause with the defense of traditional rights (historical situation)
7. Soldier's Catechism	• Contains declarations for soldiers in the Parliamentary Army • States that the reasons to fight are to preserve Parliament and to protect Protestantism	• The document is aimed at less educated members of society and takes the form of religious instruction, which most of them would have been familiar with (audience) • Because it is intended to be presented to the whole army, it covers both religious and political reasons to fight (purpose)

Reporting Category	Scoring Criteria	
Row B Contextualization (0-1 points)	0 points Does not meet the criteria for one point.	1 point Describes a broader historical context relevant to the prompt.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: - Provide an overgeneralized statement about the time period referenced in the prompt. - Provide context that is not relevant to the prompt. - Provide a passing phrase or reference. Examples that do not earn this point: Provide an overly generalized attempt at contextualization <i>“There were significant economic changes in Europe during the nineteenth century.”</i> <i>“The French Revolution brought significant changes to the politics of both western and eastern Europe.”</i> Provide a passing phrase or reference <i>“Peter the Great attempted to modernize Russia.”</i>	Responses that earn this point: - Accurately describe a context relevant to a difference between economic development in eastern Europe and economic development in western and central Europe in the 1800s. Examples of relevant context that earn this point include the following if appropriate elaboration is provided: - Commercial Revolution - Growth of overseas trade - Growth of the bourgeoisie/middle classes - Decline of serfdom in western Europe - Abolition of feudal obligations during the French Revolution - Peter and Catherine’s modernization efforts in Russia - Ottoman decline - Geographical and/or climatic differences - Beginning of the Industrial Revolution in Britain (spinning jenny, James Watt, and the steam engine) - Adam Smith and <i>laissez-faire</i> economics Examples of acceptable contextualization: <i>“The commercial revolution of the late 1600s and 1700s saw the growth of a new, wealthy middle class in western Europe that increasingly sought political power to advance its interests.”</i> <i>“Peter the Great, recognizing that Russia was behind the rest of Europe in many ways, attempted to implement reforms that would copy practices in western Europe, such as manufacturing and shipbuilding.”</i> <i>“Already on the eve of the French Revolution, theorists such as Adam Smith (Wealth of Nations, 1776) were promoting laissez-faire economics as a way to encourage economic growth and entrepreneurship.”</i>
	Additional Notes: - 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. - To earn this point, the context provided must be more than a phrase or reference.	

Reporting Category	Scoring Criteria	
Row B Contextualization (0-1 points)	0 points Does not meet the criteria for one point.	1 point Describes a broader historical context relevant to the prompt.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: - Provide an overgeneralized statement about the time period referenced in the prompt. - Provide context that is not relevant to the prompt. - Provide a passing phrase or reference. Examples that do not earn this point: Provide an overly generalized attempt at contextualization <i>“The First World War devastated Europe.”</i> <i>“Europe went through many political changes after the First World War.”</i> Provide context that is not relevant to the prompt <i>“Communism was flooding the Eastern European nations one by one in the early to mid-19th century.”</i> Provide a passing phrase or reference <i>“Communism was an idea influenced by Marx’s writings.”</i> <i>“Hitler was a veteran of the First World War.”</i>	Responses that earn this point: - Accurately describe a context relevant to a similarity between the regimes of Nazi Germany and Soviet Russia in the interwar period. Examples of relevant context that earn this point include the following if appropriate elaboration is provided: - The First World War - Marxism - The 1905 Revolution - War Reparations - Age of Anxiety - Great Depression - Weimar Republic - Treaty of Versailles Examples of acceptable contextualization: <i>“The devastation inflicted by the First World War and the Russian Civil War that followed gave Lenin and later Stalin the opportunity to portray the Bolsheviks as rebuilders of Russia.”</i> <i>“Both Germany and Russia suffered large territorial losses at the end of the war, especially as the state of Poland was recreated as part of the Treaty of Versailles.”</i>
	Additional Notes: - 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. - To earn this point, the context provided must be more than a phrase or reference.	

Reporting Category	Scoring Criteria		
Row D Analysis and Reasoning (0-2 points)	0 points Does not meet the criteria for one point.	1 point Uses historical reasoning (e.g., comparison, causation, continuity, and change) to frame or structure an argument that addresses the prompt.	2 points 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.
	Decision Rules and Scoring Notes		
	Responses that do not earn points: - May include evidence but offer no reasoning to connect the evidence to an argument. - May assert the use of historical reasoning but do not use it to frame or structure an argument.	Responses that earn 1 point: Must demonstrate the use of historical reasoning to frame or structure an argument that addresses the similarity between the regimes of Nazi Germany and Soviet Russia in the interwar period, although the reasoning may be uneven, limited, or imbalanced.	Responses that earn 2 points: May demonstrate a complex understanding in a variety of ways, such as: - Explaining the nuance of an issue by analyzing multiple variables. - Explaining both similarity and difference, 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.