



AP[®] European History 2011 Free-Response Questions

About the College Board

The College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, the College Board was created to expand access to higher education. Today, the membership association is made up of more than 5,900 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success — including the SAT[®] and the Advanced Placement Program[®]. The organization also serves the education community through research and advocacy on behalf of students, educators and schools.

© 2011 The College Board. College Board, Advanced Placement Program, AP, AP Central, SAT and the acorn logo are registered trademarks of the College Board. Admitted Class Evaluation Service and inspiring minds are trademarks owned by the College Board. All other products and services may be trademarks of their respective owners. Visit the College Board on the Web: www.collegeboard.org. Permission to use copyrighted College Board materials may be requested online at: www.collegeboard.org/inquiry/cbpermit.html.

Visit the College Board on the Web: www.collegeboard.org.
AP Central is the official online home for the AP Program: apcentral.collegeboard.com.

2011 AP[®] EUROPEAN HISTORY FREE-RESPONSE QUESTIONS

EUROPEAN HISTORY

SECTION II

Part A

(Suggested writing time—45 minutes)

Percent of Section II score—45

Directions: The following question is based on the accompanying Documents 1-12. The documents have been edited for the purpose of this exercise. Write your answer on the lined pages of the Section II free-response booklet.

This question is designed to test your ability to work with and understand historical documents. Write an essay that:

- Provides an appropriate, explicitly stated thesis that directly addresses all parts of the question and does NOT simply restate the question.
- Discusses a majority of the documents individually and specifically.
- Demonstrates understanding of the basic meaning of a majority of the documents.
- Supports the thesis with appropriate interpretations of a majority of the documents.
- Analyzes point of view or bias in at least three documents.
- Analyzes the documents by explicitly grouping them in at least three appropriate ways.

You may refer to relevant historical information not mentioned in the documents.

1. Analyze the influence of ideas about gender on the reign of Elizabeth I and explain how Elizabeth responded to these ideas.

Historical Background:

Elizabeth I of England (reigned 1558–1603) was the daughter of Henry VIII and his second wife, Anne Boleyn. Following the reigns of her half siblings, Edward VI and Mary I, Elizabeth I ascended to the throne at the age of twenty-five.

2011 AP[®] EUROPEAN HISTORY FREE-RESPONSE QUESTIONS

Document 1

Source: John Knox, Scottish religious reformer, *First Blast of the Trumpet Against the Monstrous Regiment of Women*, 1558.

To promote a Woman to bear rule, superiority, dominion, or empire above any Realm, Nation, or City, is against all Nature . . . it is the subversion of good order, of all equity and justice. . . . And that the Holy Ghost does manifestly express, saying: “I suffer not a woman to usurp authority above the man.” . . . So both by God’s law and the interpretation of the Holy Ghost, women are utterly forbidden to occupy the place of God in the offices aforesaid

Document 2

Source: Nicholas Heath, archbishop of York, in a debate before the House of Lords, 1558.

To preach or minister the holy sacraments, a woman may not. . . . A woman in the degrees of Christ’s church is not called to be an apostle, nor evangelist, nor to be a shepherd, neither a doctor or preacher. Therefore her Highness [Elizabeth I] cannot be supreme head of Christ’s militant church, nor yet of any part thereof.

Document 3

Source: Parliament of England, Act of Supremacy, 1559.

The queen’s highness is the only supreme governor* of this realm and of all other her highness’s dominions and countries, as well in all spiritual or ecclesiastical things or causes as temporal, and no foreign prince, person, prelate, state, or potentate hath or ought to have any jurisdiction, power, superiority, pre-eminence, or authority, ecclesiastical or spiritual, within this realm.

* The first Act of Supremacy in 1534 declared Henry VIII “Supreme Head” of the Church of England.

Document 4

Source: John Aylmer, friend of Elizabeth I’s tutor, pamphlet, 1559.

The regiment of England is not a mere Monarchy. To be sure, if [Elizabeth] were a mere monarch, and not a mixed ruler,* you might peradventure make me fear the matter the more, and the less to defend the cause. But in England it is not so dangerous a matter to have a woman ruler.

* a ruler who shares power with Parliament

2011 AP[®] EUROPEAN HISTORY FREE-RESPONSE QUESTIONS

Document 5

Source: *The Second Book of Homilies*, produced by bishops of the Church of England, authorized by Elizabeth I, 1562.

The husband ought to be the leader and author of love in cherishing and increasing concord. . . . But as for wives, they must obey their husbands, and cease from commanding, and perform subjection. For this surely doth nourish concord very much, when the wife is ready at hand at her husband's commandment

Document 6

Source: Jacques Bochotel de La Forest, French ambassador to England, report on Elizabeth I's response to a proposed Parliamentary petition on the succession question, 1566.

What they asked was nothing less than wishing her to dig her grave before she was dead [Then], addressing herself to the Lords, she said: "My Lords, do what you will. As for myself, I shall do nothing but according to my pleasure. All the resolutions which you may make have no force without my consent and authority; besides what you desire is an affair of much too great importance to be declared to a knot of harebrains. I will take counsel with men who understand justice and the laws, as I am deliberating to do: I will choose half a dozen of the most able I can find in my kingdom for consultation, and after having their advice, I will then discover to you my will." On this she dismissed them in great anger.

Document 7

Source: Edward Rishton, Roman Catholic priest, *On the Origin and Growth of the English Schism*, 1585.

And to show the greater contempt for our Blessed lady [the Virgin Mary], they keep the birthday of Queen Elizabeth in the most solemn way on the seventh day of September, which is the eve of the feast of the Mother of God, whose nativity they mark in their calendar in small and black letters, while that of Elizabeth is marked in letters both large and red. And what is hardly credible, in the church of Saint Paul, the chief church of London . . . the praises of Elizabeth are said to be sung at the end of the public prayers, as the [hymn] of our lady was sung in former days.

Document 8

Source: Marcus Gheeraerts the Younger, English court painter, portrait of Elizabeth I standing on a map of England, 1592.



© National Portrait Gallery, London

2011 AP[®] EUROPEAN HISTORY FREE-RESPONSE QUESTIONS

Document 9

Source: William Tooker, Elizabeth's personal chaplain, describing a "touching" ceremony,* 1597.

How often have I seen her most serene Majesty, prostrate on her knees, body and soul rapt in prayer . . . how often have I seen her with her exquisite hands, whiter than whitest snow, boldly and without disgust, pressing their sores and ulcers, and handling them to health . . . how often have I seen her worn with fatigue, as when in one single day, she healed eight and thirty persons of the struma.**

* The "royal touch" of English monarchs was believed to cure certain diseases, and monarchs had historically performed "touching" ceremonies on people suffering from these diseases.

** a disease of the skin

Document 10

Source: William Clowes, personal surgeon of Elizabeth I, treatise, 1602.

Let us all (according to our bounden duties) continually pray unto the Almighty God to grant [Elizabeth] long life, much happiness, peace and tranquillity; that he will bless, keep and defend her Sacred person from the malice of her known and unknown enemies, so that she may forever reign over us (if it please the Lord God) even unto the end of the world, still to cure and heal many thousands more, than ever she hath yet done.

Document 11

Source: Elizabeth I, speech to Parliament delivered in 1559, recorded in an official history of her reign, first published in 1615.

But now (said she), that the public care of governing the kingdom is laid upon me, to draw upon me also the cares of marriage may seem a point of inconsiderate folly. Yea, to satisfy you, I have already joined myself in marriage to an husband, namely the Kingdom of England. And behold (said she), which I marvel ye have forgotten, the pledge of this my wedlock and marriage with my kingdom. (And therewith she drew the ring from her finger and showed it, wherewith at her coronation she had in a set form of words solemnly given herself in marriage to her kingdom.)

Document 12

Source: Elizabeth I, speech to English troops delivered in 1588, before the attempted invasion of the Spanish Armada, recorded in a letter by an eyewitness, 1623.

I have placed my chiefest strength and safeguard in the loyal hearts and good will of my subjects. And therefore I am come amongst you at this time, not as for my recreation or sport, but being resolved, in the midst and heat of the battle, to live or die amongst you all: to lay down, for my God, and for my kingdom, and for my people, my honor and my blood, even the dust. I know I have but the body of a weak and feeble woman, but I have the heart and stomach of a king, and of a king of England, too; and think foul scorn that Parma or Spain, or any prince of Europe, should dare to invade the borders of my realms: to which, rather than any dishonor should grow by me, I myself will take up arms. I myself will be your general, judge, and rewarder of every one of your virtues in the field.

END OF PART A

2011 AP[®] EUROPEAN HISTORY FREE-RESPONSE QUESTIONS

**EUROPEAN HISTORY
SECTION II**

Part B

(Suggested planning and writing time—35 minutes)

Percent of Section II score—27 1/2

Directions: You are to answer ONE question from the three questions below. Make your selection carefully, choosing the question that you are best prepared to answer thoroughly in the time permitted. You should spend 5 minutes organizing or outlining your answer. Write your answer to the question on the lined pages of the Section II free-response booklet, making sure to indicate the question you are answering by writing the appropriate question number at the top of each page.

Write an essay that:

- Has a relevant thesis.
- Addresses all parts of the question.
- Supports thesis with specific evidence.
- Is well organized.

2. Analyze the factors that contributed to the increasing centralization of Spain and the factors that contributed to the continuing fragmentation of Italy in the period 1450–1550.
3. Compare and contrast Enlightenment and Romantic views of nature, with reference to specific individuals and their works.
4. Analyze how the political and economic problems of the English and French monarchies led to the English Civil War and the French Revolution.

2011 AP[®] EUROPEAN HISTORY FREE-RESPONSE QUESTIONS

EUROPEAN HISTORY

SECTION II

Part C

(Suggested planning and writing time—35 minutes)

Percent of Section II score—27 1/2

Directions: You are to answer ONE question from the three questions below. Make your selection carefully, choosing the question that you are best prepared to answer thoroughly in the time permitted. You should spend 5 minutes organizing or outlining your answer. Write your answer to the question on the lined pages of the Section II free-response booklet, making sure to indicate the question you are answering by writing the appropriate question number at the top of each page.

Write an essay that:

- Has a relevant thesis.
- Addresses all parts of the question.
- Supports thesis with specific evidence.
- Is well organized.

5. Analyze how industrialization and imperialism contributed to the development of consumer culture in the period 1850–1914.
6. Analyze the ways in which the policies of Joseph Stalin transformed the policies of Vladimir Lenin.
7. Analyze the ways in which Western European nations have pursued European economic and political integration from 1945 to the present, referring to at least two nations.

STOP

END OF EXAM