

REPURPOSED AP EUROPEAN HISTORY DBQ

AP[®] European History Practice Exam

SECTION II: Free Response

DO NOT OPEN THIS BOOKLET UNTIL YOU ARE TOLD TO DO SO.

At a Glance

Total Time
1 hour, 35 minutes
Number of Questions
2
Percent of Total Score
40%
Writing Instrument
Pen with black or dark blue ink

Reading Period

Time
15 minutes. Use this time to read the questions and plan your answer to Question 1, the document-based question.

Writing Period

Time
1 hour, 20 minutes

Question 1 (DBQ): Mandatory

Question 1 (DBQ)
Suggested Time
45 minutes
Percent of Total Score
25%

Question 2 or 3: Choose One Question

Answer either question 2 or 3
Suggested Time
35 minutes
Percent of Total Score
15%

IMPORTANT Identification Information

PLEASE PRINT WITH PEN:

1. First two letters of your last name

First letter of your first name

2. Date of birth

Month Day Year

3. Six-digit school code

4. Unless I check the box below, I grant the College Board the unlimited right to use, reproduce, and publish my free-response materials, both written and oral, for educational research and instructional purposes. My name and the name of my school will not be used in any way in connection with my free-response materials. I understand that I am free to mark "No" with no effect on my score or its reporting.

No, I do not grant the College Board these rights.

Instructions

The questions for Section II are printed in the orange Questions and Documents booklet. You may use that booklet to organize your answers and for scratch work, but you must write your answers in this Section II: Free Response booklet. No credit will be given for any work written in the Questions and Documents booklet.

The proctor will announce the beginning and end of the reading period. You are advised to spend the 15-minute period reading the question and planning your answer to Question 1, the document-based question. If you have time, you may also read Questions 2 and 3. Do not begin writing in this booklet until the proctor tells you to do so.

Section II of this exam requires answers in essay form. Write clearly and legibly. Circle the number of the question you are answering at the top of each page in this booklet. Begin each answer on a new page. Do not skip lines. Cross out any errors you make; crossed-out work will not be scored.

Manage your time carefully. The proctor will announce the suggested time for each part, but you may proceed freely from one part to the next. Go on to Question 2 or 3 if you finish Question 1 early. You may review your responses if you finish before the end of the exam is announced.

After the exam, you must apply the label that corresponds to the long-essay question you answered—Question 2 or 3. For example, if you answered Question 2, apply the label 2. Failure to do so may delay your score.

NOTE: This is an old format DBQ from 1993 reformatted in an effort to conform to the new DBQ format. The prompt has been modified slightly to fit with the new format. Some documents have been removed (the former Documents 2, 5, 6, 9, 12, & 13) so that there are only seven documents. Remaining documents have been re-numbered to reflect the changes.

EUROPEAN HISTORY
SECTION II
Total Time – 1 hour, 30 minutes

Question 1 (Document-Based Question)

Suggested Reading period: 15 minutes

Suggested writing time: 40 minutes

Directions: Question 1 is based on the accompanying documents. The documents have been edited for the purpose of this exercise. You are advised to spend 15 minutes reading and planning and 40 minutes writing your answer.

Write your responses on the lined pages that follow the question.

In your response you should do the following:

- State a relevant thesis that directly addresses all parts of the question.
- Support the thesis or a relevant argument with evidence from all, or all but one, of the documents, explicitly illustrating relationships among the documents.
- Incorporate analysis of at least four of the documents into your argument.
- Focus your analysis of each document on at least one of the following: intended audience, purpose, historical context, and/or point of view.
- Support your argument with analysis of historical examples outside the documents
- Connect historical phenomena relevant to your argument to broader events or processes.
- Synthesize the elements above into a persuasive essay that extends your argument, connects it to a different historical context, or accounts for contradictory evidence on the topic.

1. Analyze the values and purposes of Renaissance education and the extent to which these values and purposes were transformed and challenged over time.

Document 1

Source: Aeneas Sylvius Piccolomini, Italian humanist who later became pope, *On the Education of Free Men*, 1450.

So far we have touched upon studies (grammar, rhetoric, geometry, music) by which we may attain enlightenment of the mind. However, we have not yet directly considered how we may most surely distinguish the true and the just from the base and degrading. Need I then impress upon you the importance of the study of Philosophy and of Letters...our guide to the true meaning of the past, to a right estimate of the present, to a sound forecast of the future. Where Letters cease, darkness covers the land; and a Prince who cannot read the lessons of history is a helpless prey of flattery and intrigue.

Document 2

Source: Baldassare Castiglione, Italian diplomat and author, *The Book of the Courtier*, 1528.

The courtier should be passably learned in the humanities, in the Latin poets, orators, and historians, and should also be practiced in writing verse and prose, especially in our own vernacular. In this way he will never want for pleasant entertainment with the ladies, who are usually fond of such things and even if his writings should not merit great praise, at least he will be capable of judging the writing of others.

Document 3

Source: Desiderius Erasmus, northern humanist and theologian, *On the Art of Learning*, 1511.

When once the simpler rules of composition, in prose and verse, and the commoner figures of speech have been mastered, the whole stress of teaching must be laid upon a close yet wide study of the greater writers. The student devotes his attention to the content of the literatures of ancient Greece and Rome because with slight qualification the whole of attainable knowledge lies therein.

Document 4

Source: From the School Ordinances of Wurttemberg, Germany, 1559

At least twice a year, each pastor should admonish his parishioners that they be diligent in sending their children to school, not only for learning the liberal arts, but also the fear of God, virtue, and discipline. Otherwise, permanent harm must result, as children grow up without fear and knowledge of God, without discipline, learning nothing about what is needed for their salvation, nor what is useful to them in worldly life.

Document 5

Source: Michael de Montaigne, French essayist and politician, "Of Presumption," 1578-1580.

The aim of our absurd educational system has been to make us, not good and wise, but learned; and it has succeeded. It has selected, for our instruction, not those books which contain the soundest and truest opinions, but those which speak the best Greek and Latin.

Document 6

Source: John Brinsley, English schoolmaster, A Consolation for our Grammar Schools, 1622.

It is notorious that, in most of our common schools, the scholars at fifteen or sixteen years of age have little sense of the meaning and true use of learning, but can only write Latin no one of judgment will want to read. When they go to the universities, they waste their friends' money and their own precious time. Afterwards, they return home again, almost as crude as when they went.

Document 7

Source: Letter to the Parlement of Dijon concerning the reopening of a French Jesuit school, mid-seventeenth century.

In general, it can be said that schools are useful in a civilized society, but having too many of them is always a bad thing. The study of literature is appropriate only to a small minority of men. Such study weakens the body and inspires contempt for all other occupations. More farmers are needed than magistrates, more soldiers than priests, more merchants than philosophers, more hard-working bodies than dreamy and contemplative spirits.

END OF DOCUMENTS FOR QUESTION 1

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Updated for the 2016 Exam

Name: _____

DBQ: _____

THESIS & ARGUMENT (TWO POINTS)

POINT?

- 1. THESIS PRESENT** Presents a thesis that makes a historically defensible claim and responds to all parts of the question (does more than re-state).
Must be located in the introduction or conclusion (first or last paragraph).
- 2. THESIS EXCELLENT / THESIS-DRIVEN** Develops and supports a cohesive argument that recognizes and accounts for historical complexity by explicitly illustrating relationships among historical evidence such as contradiction, corroboration, and/or qualification.

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DOCUMENT ANALYSIS (TWO POINTS)

	Used	POV / CAP (Any) <i>Context, Audience, Purpose</i>
D__		
D__		
D__		
D__		
D__		
D__		

3. USES the content of <i>at least SIX</i> of the documents to support the stated thesis or a relevant argument	
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4. EXPLAINS the significance of author's POV, context, audience, and/or purpose (CAP) for <i>at least FOUR</i> documents.	
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EVIDENCE & CONTEXT (TWO POINTS)

- 5. CONTEXTUALIZATION** Situates the argument by explaining the broader historical events, developments, or processes immediately relevant to the question. *NOTE: This must be more than a phrase or reference – use multiple sentences.*
- 6. EVIDENCE BEYOND THE DOCUMENTS** Provides an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument. *Must be 1) distinct from evidence used to earn other points and 2) more than a mere phrase or reference.*

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SYNTHESIS (ONE POINT)

- Extends the argument by explaining the connections between the argument and:
 A development in a different historical period, situation, era, or geographical area
OR A course theme and/or approach to history that is not the focus of the essay (political, social, etc.)
OR A different discipline or field of inquiry (such as econ, gov & politics, art history, or anthropology)

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NOTES:

TOTAL POINTS:

/7
