

Question 2: Short Answer Primary 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timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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.

A Describe a likely purpose of the cartoon. **1 point**

Examples of acceptable responses may include the following:

- To show how Protestants were being persecuted by the Catholic government in France.
- To argue that forced conversion of Protestants to Catholicism was wrong.
- To attack Louis XIV's religious policies that persecuted Protestants.
- To warn French Protestants about the actions of Louis XIV.
- To show religious intolerance and/or inequality in France.

B Describe a relevant religious context for the cartoon. **1 point**

Examples of acceptable responses may include the following:

- Hostilities between Catholics and Protestants continued even after the end of the Wars of Religion in France.
- France had a large Protestant minority as a result of the Edict of Nantes.
- France was a majority Catholic country with a Catholic monarchy.
- Most European monarchs considered it their right to promote an official national church.
- Consequences of the revocation of the Edict of Nantes on France.

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- C** Explain one way that the development of the French monarchy in the 1600s led to the type of actions depicted in the cartoon. **1 point**

Examples of acceptable responses may include the following:

- Louis XIV sought to strengthen and centralize the French monarchy and saw Protestants as a threat to his absolute rule over France.
 - The theory of absolutism and divine right of kings, which flourished under Louis XIV, held that the king had the right to govern his subjects' religious affairs.
 - Louis XIV was engaged in a series of wars with Protestant powers [e.g., England, the Netherlands] and saw French Protestants as potentially disloyal, and this led him to oppress the Huguenots through forced conversion or exile.
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Question 3: Short Answer No Stimulus**3 points****General Scoring Notes**

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[a] Describe one major Protestant belief in the period 1517 to 1650.

1 point

Examples that earn this point include the following:

- Protestants generally believed the Catholic Church was corrupt.
- Some Protestants saw wealth and prosperity as signs of God's favor.
- Protestants believed the pope could not claim spiritual authority.
- Protestants believed that the Bible was the sole source of true Christian doctrine.
- Protestants believed that faith alone was necessary for salvation and denied the need to do "good works."
- Protestants believed in the "priesthood of all believers" and gave less authority to clergy.
- Protestants questioned some Catholic sacraments or practices and re-interpreted others.
- Some Protestants believed in the predestination of individuals to salvation or damnation, others believed in adult baptism
- Protestants generally resisted the centralizing power of the Catholic Church.

[b] Explain one way in which the Protestant Reformation affected European politics in the period 1517 to 1650.

1 point

Examples that earn this point include the following:

- The Protestant and Catholic Reformations caused divisions in the religious and political order of Europe, eventually ending the ideal of universal Christendom.
- Conflicts between Protestants and Catholics led to religious wars in Europe.
- In some areas, monarchs gained the right to determine the official religion of their domain [*cuius regio est religio*].
- Conflicts between Protestants and Catholics led to internal conflicts in England,

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- Conflicts sometimes led to official toleration of minority religions [e.g., the Edict of Nantes in France]
 - Various reform groups, such as Anabaptists, challenged the monarch's control of religious institutions.
 - Issues of religious reform worsened the conflicts between the monarchy and the nobility in some states.
 - Calvinists in Geneva attempted to unify religious and secular authority and create a theocratic state.
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[c] Explain one way in which the Enlightenment further changed religious practices in Europe in the period 1650 to 1815. **1 point**

Examples that earn this point include the following:

- The rational approach to religious practices led to societal demand, often fulfilled by enlightened despots, for religious toleration.
- Enlightenment concepts, such as human reason and rationalism, challenged the established ideas on the role of faith.
- Enlightenment thinkers, such as John Locke and Voltaire, advocated for the principles of equality and individual rights, which contributed to religious toleration.
- Enlightenment (distrust of religious "fanaticism") concepts, such as secularism and empiricism, encouraged people to regard religion more as a private matter than a public practice.
- Following Enlightenment principles, liberal revolutionaries in France sought to bring religion under state control and to end the privileged position of the Catholic Church.
- Radical revolutionaries in France sought to replace Christianity with a religion [the Cult of the Supreme Being] that they claimed was based on Enlightenment principles.
- Deism stressed natural law and rejected divine revelation, resulting in a change in religious practices.

Total for question 3 3 points

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(A) Describe one argument made in the passage. **1 point**

Examples that earn this point include the following:

- The king has the greatest power.
- The king's authority comes from God.
- The power of the king is superhuman and divine.
- The wishes of the king should be treated as commands.
- The power of the king does not come from the people he rules.

(B) Describe one relevant context in which the sermon was delivered. **1 point**

Examples that earn this point include the following:

- The development of new monarchies/more centralized states.
 - The emergence of absolutist theories of monarchy.
 - Religious conflicts between Catholics and Protestants and between Protestant sects.
 - Disputes in England between the Crown and Parliament.
 - Attempts by the Stuart monarchy to consolidate power.
 - The Church of England had the monarch at its head.
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- (C)** Explain one way in which views such as those expressed in the passage were challenged later in the 1600s. **1 point**

Examples that earn this point include the following:

- Emergence of ideas of popular sovereignty during the early Enlightenment (John Locke) led political thinkers to challenge the notion of the power of monarchy.
- During the early Enlightenment some scientists and intellectuals became more critical of monarchical absolutism.
- The English Civil War overthrew the monarchy and executed the king.
- The Glorious Revolution overthrew the existing monarchy and established parliamentary supremacy.

Total for question 2 3 points