



**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 45 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.
- Incorporate analysis of all, or all but one, 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 how views of gender influenced the use of political power during the reign of Elizabeth I (r. 1558-1603).

### 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: 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 4

Source: Jacques Bochetel 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 5

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 6

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 7

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 DOCUMENTS FOR QUESTION 1

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# AP EURO DBQ RUBRIC

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.

## DOCUMENT ANALYSIS (TWO POINTS)

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

**3. USES** the content of *at least SIX* of the documents to support the stated thesis or a relevant argument

**4. EXPLAINS** the significance of author's POV, context, audience, and/or purpose (CAP) for *at least FOUR* documents.

## 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.*

## 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)

NOTES:

**TOTAL POINTS:**

**/7**