

AP[®] EUROPEAN HISTORY
2007 SCORING GUIDELINES (Form B)

Question 1—Document-Based Question

Describe and analyze concepts of nobility in France over the period from the late sixteenth century to the late eighteenth century.

BASIC CORE: 1 point each to a total of 6 points

- 1. Provides an appropriate, explicitly stated thesis that directly addresses all parts of the question. Thesis may not simply restate the question.**

The thesis must suggest a minimal level of analysis or context (drawn from the documents). It need not appear in the first paragraph.

- 2. Discusses a majority of the documents individually and specifically.**

The student must use at least seven documents—even if used incorrectly—by reference to anything in the box. Documents cannot be referenced together in order to get credit for this point (e.g., “Documents 1, 4, and 6 suggest ...”). Documents need not be cited by number or by name.

- 3. Demonstrates understanding of the basic meaning of a majority of the documents (may misinterpret no more than one).**

A student may not significantly misinterpret more than one document. A major misinterpretation is an incorrect analysis or one that leads to an inaccurate grouping or a false conclusion. Generally, errors in attempts to use point of view should not be judged as major errors.

- 4. Supports the thesis with appropriate interpretations of a majority of the documents.**

The student must use at least seven documents, and the documents used in the body of the essay must provide support for the thesis. *A student cannot earn this point if no credit was awarded for item 1 (appropriate thesis).*

- 5. Analyzes point of view or bias in at least three documents.**

The student must make a reasonable effort to explain why a particular source expresses the stated view by

- Relating authorial point of view to author’s place in society (motive, position, status, etc.) OR
- Evaluating the reliability of the source OR
- Recognizing that different kinds of documents serve different purposes OR
- Analyzing the tone of the documents; must be well developed

Note: (1) *Attribution alone is not sufficient to earn credit for point of view.* (2) *It is possible for students to discuss point of view collectively (e.g., *La Priscaudaye* and *Molière* taken together), but this counts for only one point of view.*

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Question 1—Document-Based Question (continued)

6. Analyzes documents by explicitly organizing them into at least three appropriate groups.

A group must contain at least two documents that are used correctly. Examples of possible (not exclusive) groupings include the following:

Nobility as birthright (3, 9, 11, 12)

Nobility as burden (1, 4)

Nobility as virtue (2, 4, 6, 8)

Nobility bestowed (1, 4, 7, 11)

Nobles as soldiers (1, 5, 11)

Behavior vs. birth (2, 8)

“False” nobles (5, 12)

Money issues (1, 4, 11)

Parliament related (3, 7)

Authorship: sword noblemen (1, 2, 4, 9, 11)

Authorship: kings (6, 10)

Authorship: “others” (3, 5, 7, 8, 12, all non-nobles)

Time periods (sixteenth century: 1–3; seventeenth century: 4–10; eighteenth century: 11–12)

EXPANDED CORE: 0–3 points to a total of 9 points

Expands beyond the basic core of 1–6. The basic score of 6 must be achieved before a student can earn expanded core points. Credit awarded in the expanded core should be based on holistic assessment of the essay. Factors to consider may include the following:

- Has a clear, analytical, and comprehensive thesis
- Uses all or almost all of the documents (11–12 documents)
- Uses the documents persuasively as evidence
- Shows understanding of nuances of the documents
- Analyzes point of view or bias in at least four documents cited in the essay
- Analyzes the documents in additional ways (e.g., develops more groupings)
- Recognizes and develops change over time
- Brings in relevant “outside” information

The French saw a great turnover in their social structures from the late 16th century to the late eighteenth century. The change was that the title of nobility, a pathway to glory and power, became not only hereditary, but ~~partly~~ open to purchase. Such radical opportunity for class changes brought controversy amongst the French. Many sword (hereditary) nobles from the Medieval Ages were at disdain and anger that ancient lineage was being corrupt with money (Document 9). Other sword nobles justified that nobility did not come from lineage but of virtue and the ~~real~~ what the person is made of, a truly noble and liberal approach (Document 2). Some, including King Louis XIV justified the necessity and ~~right~~ of robe nobles (those who bought nobility), while others concerned about the ~~chaos~~ destruction that the rapidly changing classes in society brought about (Document 6).

The unfavorable reaction towards the selling of nobility from the sword nobility should have been expected. Gilles André de La Rogue, a proud sword noble who finds his ancestors to be great warriors of old France expresses this idea. In document 9, ~~he~~ Gilles André de La Rogue explains that the ancient root which signifies bloodshedding for the nation ~~is~~ is essential for nobility, that a newly made noble ~~without~~ through money cannot truly be noble because he/she lacks the lineage. Baron Francois-Phillipe Loubert, expresses similar ideas in Document 11. As a cavalry colonel and a sword noble, he is angry that 'clerk's sons' who have bought their nobility are taking up offices ~~in~~ in the

army instead of the sons of ancient nobility. This was probably more of a shock as views back then expected sons to follow up ~~their~~ his father's work. Thus, the loss of office by the old nobility by a seemingly minor 'clerk' could have been a source for great rage. Document 4, written by Henri's Prince of Condé states the sorrow of a sword noble seeing the virtue and dignity of nobles being replaced by wealth. Document 1 is a very old poem, dating to 1574, by Jean de La Taille. He was a sword noble and his poem reads of the virtues and responsibilities of a good noble; however, the last two lines: "But what foot, what heart... does one need / To run, endure, and provide for this?" (Document 1) ~~ex~~ seems to express the sorrow that such purpose of being a noble is being lost among the increasing level of robe nobles.

Despite such strong voices against the selling of noble offices, ~~many~~ ^{some} justified it. One of those who thought robe nobles was none other than Louis XIV, the 'Sun King'. As an absolute monarch, Louis XIV needed to decrease the power of nobles, and one of his ways was to increase their number to make it less special, and make nobles that liked him through granting nobility. Document 6, ~~to~~ however provides the political reasoning of Louis XIV to justify his hidden intentions. He states that equal are the sacrifices of old nobles who shed blood in arms and those who spent money to keep the army in the country's defense (document 10), so they ~~are~~ ^{are} both

legitimate reasons for nobility. More - Antoine Militat, a robe nobleman, also justifies robe nobles, but with different reasons. He states that local princes (Louis, Prince of Condé or Henri the father for him) encourage the formation of robe nobles (document 7). He argues that ~~the~~ the opportunity was simply provided by the sword nobles. It is interesting to note, however, that Henri, Prince of Condé, who was listed as encouraging robe nobles, actually seems to have ~~not~~ disliked nobles as found in his pamphlet in document 4.

The issue of classes fortunately were not only of two sided hostility. It seems that many sword nobles accepted the robe nobles and justified the term nobility in a new way: virtue. This idea originated early on in the conflict. Pierre de La Primaudaye of 1577 ~~is~~ shows this idea in his writing of (The French Academy). Although a sword noble, he claims that true nobility only derives from virtue and morality, not of the ancient lineage (document 2). Henri, Prince of Condé, although disdained at the excessive influence of money, claims virtue to be a key factor in making nobility than lineage (document 4). Molière, although a non-noble, depicts the views of what a good noble should be like through his play *Dom Juan*. His play has a scene where a noble father scolds the younger son for not realizing that it is virtue, not lineage that makes a 'true noble' (document 8). Such idea of valuing virtue

seems to have derived from medieval chivalryship, which valued honor and virtue for knights and nobles.

Amidst the concerns of the justification and meaning of 'nobility' many social problems also came about. A popular one was abuse of noble power, and those who pretended to be nobles. Document 3, written by literate villagers of Mondoville, accuse a noble of their province of misconduct and even disobeying the royal king. A newspaper, providing objective information about a duel, ~~says~~ says that one of the 'nobles' who died was actually not a noble at all, but only one who pretended to be so (document 7). Such problems seem to have been popular, as document 12, by Philippe-Antoine Merlin writes that "laws against fraudulent claims of nobility are more necessary than ever." Another concern was increased duels. King Louis XIII eventually declares duels, which made unnecessary bloodshed and death of nobles so often, illegal (document 6). He wished for the manpower to be used for him and France, not killing each other.

The practice of buying nobility became a frequent practice in France by late ~~17th~~ 16th century. Multiple reactions of contempt, disdain, and support were all present. Some took no heed and found 'virtue' to be the key, neither lineage or money. Others mischievously sought to take advantage of the chaos and use it for their selfish purposes,

Write in the box the number of the question you are answering on this page as it is designated in the exam.

Part A. 1-A-5

However the concept of nobility differed, it did not matter by the end of the 18th century, the French Revolution had extinguished the class system.

During the period from the 16th century to the late 18th century there seemed to be conflicting views on the concept of what determined a noble, wealth, ~~his~~ virtue, or birth. The long established sword nobility claimed to be nobles because of their family history and military service to the king. The nobility of the robe distinguished themselves as nobles through their ~~monarchy~~ support to the king through wealth. Some people, however, believed that nobility didn't depend on money or military service, but virtue and morality. The nobles of the sword and robe were constantly at each other's throats for competition of loyalties to the king. The public, and the king himself, eventually expressed their disgust at the misconduct of the nobles and the need for a law defining who a noble constituted.

The nobility of the robe ~~was~~ and ~~king through their military support they~~ ~~are~~ "drawn from a race so ancient that its beginnings are lost in time" (doc 9)

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Write in the box the number of the question you are answering on this page as it is designated in the exam.

1-B-2

indicating their long established family prestige. They have "won their renown by their cause to battle and by military exploits" (doc 9) indirectly their service to the king through military valor. But the nobility of the sword is not so well received at court; "a cavalier needs a stronger heart to live at court than a soldier who wants to bear arms" (doc 1) The nobles of the sword eventually felt defeated by the new robe nobility. Henri Cordé, a sword nobleman said that "... power now belongs to favors, alliances, kinship and money" (doc 4) and that they are "banished from judicial and financial affairs for lack of money" (doc 4) Nobles of the sword condemn those of the robe because "the rank of the officer is no longer reserved for them alone" (doc 11) They said that "money corrodes the barriers that honor and glory once created between citizens" (doc 11).

The nobles of the robe achieved their status through money given to the king. They also acquired offices through their

influence. More-Antoine Milletet, a noble nobleman, said that ~~noblemen~~ "all the officers of the towns... acquired these honors only through their influences" (doc 7) and that this exempted them from the previous rule of having to hold 3 generations of office. King Louis IX advocated the nobility of the noble. He said that "the merit of nobility is a gift from the king, who can choose to reward important services that particular subjects render to their country" (doc 8)

The public seemed to think that virtue was integral to nobility, who were lacking in it. Pierre de la Primaudrye said "there is no true nobility except that which derives from virtue and morality" (doc 2). Malione wrote in his play, "the way you act is much more important than the way you sign your name" (doc 5).

Some people condemned the conduct of the nobility of the sword, who abused their rights and staged duels. The villagers at Montecville described an incident

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Write in the box the number of the question you are answering on this page as it is designated in the exam.

1-B-4

in which a noble man committed "several acts of assault" and abused his rights by lodging people in the villagers' houses and pillaged and intimidated them (Doc 3) King Louis XIII condemned duels. He said that duels "weaken the state" and that the men could more honorably defend the kingdom. (Doc 6)

Others thought that there were some "passees". Philippe Antoine Merlin thought that there were some "frivolent claims" to nobility and that there needed to be laws against them. (Doc 12) They pass themselves off as members of great and honored families (Doc 12). Antoine de Montchrestien was killed in a duel because he thought he was a noble. He "played the noble" (Doc 5) but was not one and died thinking he was.

The concept of the noble united and contrasted among the noble classes and the public. There was a struggle for power among the fees noble

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1 1-B-5

factories that clean naturally
airlines or ~~airlines~~
~~in the~~ mind. This caused
doubt in the public eye.

Write in the box the number of the question you are answering on this page as it is designated in the exam.

1 (DBQ)

~~From the~~
 Throughout the 1500's and into the 1600's the power ~~and~~ and identity ~~of~~ of nation-states became far more important. In this fashion, France, being a leading power in Europe began to identify itself and work by all means possible to improve its power in Europe. In this manner a greater reliance upon the wealthy merchant class became necessary as the money needed to finance France's ascent into power was held by the ~~the~~ noble aristocracy. Thus, a sign of realpolitik for the time became evident as the kings would abandon the original traditions of nobility in favor of gaining profit for their ~~the~~ Kingdoms. Throughout the late 1500's ~~and~~ into the ~~the~~ late 1700's the role of nobility ^{in France} shifted from being traditional to being a realistic ^{means of} ~~raising~~ raising money as a result of failing economies from financing wars, rising middle class seeking representation, and the idea of nationalism to serve one's country.

~~As a result of Louis XIV's~~

From ~~the~~ the 1500's to the 1700's France became engaged in a number of conflicts between several nations. Namely the reign of ~~Louis XIV~~ ^{marks} Louis XIV ~~marks~~ France's greatest number of conflicts. ~~With~~ With the changing style of warfare evolving into highly trained armies the price of wars grew to new heights. To finance these conflicts Louis ~~was~~ granted titles of nobility to people who "sacrificed wealth to support the armies that protect the state" (Doc 10). In this manner Louis changed the roles of nobility from one of traditional "ancestral roots" (Doc 9) to an ~~the~~ office for sale. Moreover, Louis ~~XIV's~~ ^{XIV's} failing economies and ~~and~~ especially those who preceded him (~~Louis XIV~~ ^{Louis XIV} and ~~his~~ ^{his} son, namely Louis XVI; reigns were marked by a

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Write in the box the number of the question you are answering on this page as it is designated in the exam.

~~state~~ state in massive debt to the middle class, thus allowing the middle class to request more power within the government.

Another factor that ~~led~~ led to shifting values regarding the nobility was a new rising middle class seeking representation in the government. As was shown to the French through the English Civil War, those with money deserve ~~a~~ a say in the government. ~~After~~ Furthermore, ~~Voltaire's~~ Voltaire's praise of the English Civil War ~~and the works~~ and the works of other philosophers during the Enlightenment ~~led~~ led many people to recognize the need for representation. Thus, people began to desire titles of nobility as a means of finding representation in the state. As one robe nobleman, a person who bought their title, stated ~~"All offices of the town... acquired these honors only through their influence."~~ "All offices of the town... acquired these honors only through their influence," showing ~~that~~ ^{how the middle} class gained representation, ~~from~~ ^{from} being noble, through their wealth which allowed them the means to influence the government. Another example of how nobility granted power to the middle class was through the assumption that one's "status as a nobleman permitted ~~him~~ ^{one} to assault [peasants]" (Doc 3). This further shows how ^{the idea of} nobility ~~was~~ changed to meaning power for the wealthy French.

Prior to this time however ~~that~~ the idea of nobility focused around "traditional" things which nobles took part in. ~~However, with the change in~~ However, with the change of meaning in nobility King Louis XIII remarked that such acts of nobility, such as dueling, are wasted and that the purpose of the nobles should be to build up the country, not put down themselves, through "honorably shedding" A in defense of this [the French] Kingdom" (Doc 6). Finally, with this change in values regarding nobility a separate ~~defense~~ defensive attitude towards personal nobility was encouraged by some (Doc 12) further promoting

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that ~~after~~ the attitude towards nobility had changed. This same idea was also evident in the military in which nobles who had originally solely protected the country were replaced by common ~~folk~~ people as nobility was no longer a status of military strength but of financial strength (Doc 1).

The shift in ~~what~~ what was considered noble also changed with the strengthening nationalism throughout France. As French pride grew in the late 1700's people began to view each other as being equal and all united under one nation. This idea further grew to encompass ~~the~~ ^{two} of the slogans of the French revolution these being, liberty and fraternity. With this idea many began to think as the non-noble playwright, Molière who stated that "birth is nothing without virtue" (Doc 8) further showing how people began to recognize the ~~realistic nature of~~ ^{idea of equality} in French society.

Even one born noble ~~stated~~ accepted the fact that "all power now belongs to favors, alliances, kinship and money" (Doc 4) ~~the~~ ^{expressing the feeling that} nobility does not come from ~~the~~ birth.

Nobility throughout France shifted in how it was afforded and acted during the 1700, 1600, and 1500's. Overall the old traditional idea of an honored ~~king~~ Knight ~~who served the King~~ (Doc 1) ~~disappeared~~ ^{or} ~~the~~ Nobility can only be derived "from virtue and morality" (Doc 2) disappeared and became replaced by the idea of wealth holding power not lineage. This idea however would later expand to shape all of Europe.

AP[®] EUROPEAN HISTORY
2007 SCORING COMMENTARY (Form B)

Question 1

Sample: 1A

Score: 9

This essay has a strong thesis that is split between the first and last paragraphs. The body of the essay contains admirable references to all of the documents, and they are used in an insightful manner. The student addresses all of the basic core points, earning full credit, and provides excellent analysis of the sources' points of view throughout the response.

Sample: 1B

Score: 5

This essay contains an acceptable thesis in the first sentence. There are minor errors in identifying the robe nobles versus the sword nobles early in the essay, but these are corrected later on. Three of the four possible groups are addressed by the student. There are, however, no references to point of view.

Sample: 1C

Score: 2

This essay's weak thesis is divided between the first and final paragraphs. A majority of the documents are used, but Documents 3, 4, and 8 are misinterpreted. The student relies on outside information with only occasional references to the documents. Three groupings are attempted, but they are incorrect.