

AP[®] EUROPEAN HISTORY
2008 SCORING GUIDELINES (Form B)

Question 6

Analyze the impact of TWO cultural and/or technological developments on European education in the period 1450 to 1650.

9–8 Points

- Thesis must include reference to the impact of two relevant developments (either cultural or technological, or one of each) on European education.
- Organization is clear, consistently followed, and effective in support of the argument.
- Essay is well balanced; equal attention is given to the discussion of each development and its impact on European education.
- Multiple (at least three to four) specific facts are provided in the discussion of each development.
- The impact of each development on education is discussed in some detail.
- May discuss the consequences of these developments for post-1650 Europe (the Enlightenment), but most of the essay remains within the proper chronological period.
- May contain minor errors that do not detract from the argument.

7–6 Points

- Thesis must include reference to the impact of two relevant developments (either cultural or technological, or one of each) on European education.
- Organization is clear and effective in support of the argument, but not consistently followed.
- Essay is balanced, although more attention may be paid to one development and its impact on education.
- Several (at least two to three) specific facts are provided in the discussion of each development.
- The impact of each development on education is discussed in adequate detail.
- May contain a major error or several minor errors that detract from the argument.

5–4 Points

- Thesis is explicit, but may mention only one relevant development or ignore the impact of both developments on education.
- Organization is clear and effective in support of the argument, but not consistently followed.
- Essay shows some imbalance; it may focus on one development with minimal detail on the second development, or it may describe two developments with minimal or no analysis of impact on education, or it may suggest some changes in education without indicating the causes of the changes.
- Some (at least two) specific facts are provided in the discussion of each development.
- May contain a few major errors that detract from the argument.

3–2 Points

- No explicit thesis or a thesis that merely repeats/paraphrases the prompt.
- Organization is unclear and ineffective.
- Essay shows serious imbalance, it may discuss only one relevant development and/or ignore the impact on education.
- Only one or two major assertions are supported by relevant evidence.
- May contain several major errors that detract from the argument.

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Question 6 (continued)

1–0 Points

- No discernable attempt at a thesis.
- No discernable organization.
- May discuss superficially only one relevant development OR may discuss only education in the period.
- Little or no supporting evidence is used.
- May contain numerous errors that detract from the argument.

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Question 6 Historical Background

This question asks students to talk about *two* cultural and/or technological developments and then to relate them to European education during a 200-year period. They are not asked to compare and contrast, but to describe cause and effect. (Many students have a difficult time with this task: they can describe the developments more thoroughly than they can discuss their impact.) The two developments do not need to have originated between 1450 and 1650 but merely to have had an impact on European education in that period. (Thus, the printing press, which was invented in the 1440s, is a legitimate technological development to discuss.) The developments need not be described as positive, although most students pick developments that improved education. The question does not restrict students to describing the impact on formal education.

Many students will discuss the printing press as an important technological development. The better essays will talk about the rise in availability of printed matter—not just religious matter (the Bible, devotional works, sermons) but also books and pamphlets on a variety of topics, some of the most popular of which were nature, discoveries in the New World, and instructions on how to make things. The printing press also made caricatures and cartoons more widely available. The ample availability of printed materials was also used by local and national rulers, who printed didactic works intended to instruct their people about religion in order to ensure religious conformity.

Textbook Material

Hause and Maltby, *Essentials of Western Civilization* (2nd edition, 2008)

Merriman, *Modern Europe from the Renaissance to the Present* (2nd edition, 2004)

Noble et al., *Western Civilization: Beyond Boundaries* (4th edition, 2007)

Palmer et al., *A History of the Modern World* (12th edition, 2007)

Palmer and Noble offer the most interesting observations about changes in education during this period. Palmer focuses on formal education, pointing out that by 1500 there were over 100 universities in Europe. During the Renaissance, Italian humanists created a secondary system to teach rhetoric and other practical applications of learning and deportment. Erasmus, during the Northern Renaissance and the Reformation, believed that the Bible should be available in the vernacular and that responsible citizens involved themselves in worldly affairs to achieve peace and tolerance. His goal was a critical and reforming zeal. In addition during the sixteenth century, a form of civic education was developed to prepare clerks and agents in commerce and government in order to provide for bureaucratic record-keeping and civic law. Between 1580 and 1640, Palmer points to grammar schools in England and France. Ursuline sisters began to educate girls. All of these developments included the education of more middle- and lower-class Europeans. Hause and Maltby add that humanists thought that educating the mind benefited the soul. Noble identifies the grammar schools of Guarino in humanist Italy that taught ethics and morals to young men. The humanist recovery of ancient literature indicates the valuing of culture and discipline and led to the spread of literacy. The printing press also enabled the use of printing games and exercises to further education and formal study. Merriman adds that the Reformation led to greater emphasis on education as a means of fostering religious conformity by encouraging reading of specific texts. Chapbooks and pamphlets were printed to accomplish that end.

Examples of relevant technological developments

- Printing press (invented 1440s; printing press spread the ideas of the Reformation as well as the Counter-Reformation and the classical learning of the Renaissance).
- 1467: the first press in Rome was established by two German printers; within five years they had produced 12,000 volumes.
- 1490s: Frankfurt became an international meeting place for printers and booksellers.

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Question 6 Historical Background (continued)

- c. 1450s: Western Europeans create the carrack, a deep-hulled ship using square and lateen sails and capable of long sea voyages.
- Telescope (built in 1609 by Galileo, after hearing of a similar instrument built by Dutch astronomers).

Examples of relevant cultural developments

- Age of Discovery/colonial expansion in the Americas led to a greater accuracy in map-making.
- Renaissance (c. 1330–1530; marked by the rediscovery of classical learning and of classical artistic techniques).
- Reformation (began 1517; emphasized reading the Bible in the vernacular).
- 1540: Society of Jesus (Jesuits) established; Jesuits became the educators of the European elite; established system of education.
- Learned societies began appearing in major cities, including Rome and Paris, by the 1620s.

Other significant dates (some are beyond the chronological framework)

- 1522: Martin Luther translated the New Testament into German (first full translation of the Bible into German).
- 1534: Luther translated the Old Testament into German.
- 1534: New Testament translated into French by Jacques Lefèvre d'Étaples.
- 1543: Andreas Vesalius published *On the Fabric of the Human Body* (foundation of modern biological science).
- 1543: Nicholas Copernicus' *Concerning the Revolutions of the Celestial Spheres* published; death of Copernicus.
- René Descartes (1596–1650).
- Francis Bacon (1561–1626).
- Tycho Brahe (1546–1601).
- Johannes Kepler (1571–1630).
- Galileo (1564–1642).
- Machiavelli, *The Prince* (1532).
- Castiglione, *The Courtier* (1528).
- Blaise Pascal (1623–62).
- Sir Isaac Newton (1642–1727).
- 1637: Descartes published *Discourse on Method* (“*Cogito, ergo sum*”).
- Edmund Halley (1656–1742).
- 1662: Royal Society of London for Improving Natural Knowledge founded.
- 1666: Royal Academy of Science founded in France.

Events outside the period 1450–1650 that students might cite (these are off topic, not erroneous)

- The Enlightenment (c. 1688–c.1789).
- The agricultural revolution (eighteenth century).

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

#6C

~~During~~ In the period of 1450 to 1650, there were many cultural / technological developments. These developments influenced ~~to~~ many parts of society, especially ~~the~~ European education. Two of the most ~~3~~ impacting developments ~~in~~ to European education were the printing press and ~~the~~ humanism. The printing press made books more available which caused a chain reaction that positively ~~to~~ influenced the education in Europe. Humanism broadened the perspectives of students and other members of society.

The technological development of the printing press by Johannes Gutenberg greatly impacted education. At first, ~~it~~ it was merely used for religious purposes to print the Gutenberg Bible, but then it was used to print all sorts of works. The printing press ~~to~~ made books and other works of literature more available. ~~It~~ Because more people could ~~to~~ read these books, literacy rates rose. The rising literacy helped ~~to~~ middle class citizens and those who normally wouldn't go to school, such as peasants, learn to read. They became exposed to kinds of ideas and beliefs. Also, because more books were available, schools of the time were able to have books for students and although many books were banned ~~to~~ ~~restricted~~ by the government or church (such as the Index of Prohibited Books) there were still ~~to~~ those books that could be read. The printing press had an enormous impact on Europe, especially the education.

#6.C

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

The cultural development of humanism had a great impact on European education also. Petrarch, the author of the Laura stories, was the father of humanism. Humanism was a shift from religious focus to a more secular focus. It had an educational impact for many reasons. Michaelangelo, also known as "Homo Universalis" or the universal man, was an artist who dissected bodies so his paintings would be anatomically correct. The dissection of human bodies was a scientific advancement. His notes helped educate Europe by teaching about the body. Humanism made this possible because ~~it was~~ focusing on man a secular ~~position~~ ~~position~~ made him want perfection and before, the church would have banned it, also, humanism brought about a change in thought. For example, Francis Bacon began to ~~believe~~ support the notion of drawing conclusions from fact and experiment. Hence, the scientific method came about. This too helped the education because a new ~~way~~ better way of experimenting was discovered. It helped lead to new discoveries. Also, philosophies of humanists ~~also~~ helped people want to learn more. For example, René Descartes once said, "I think therefore I am." This notion encouraged people to think and concentrate on the self, a secular notion brought about by humanism. In conclusion, the printing press and the

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

#6C

development of ~~the~~ Humanism from the Renaissance greatly impacted the education of Europe by making Europeans more exposed to ~~read~~ books, more curious about the self, learn ~~to~~ through experimentation for better results, and think ~~to~~ more, ~~in~~ in general. All these impacts ~~helped the standards~~ ~~to~~ on education, helped European society grow for the better.

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

6 Part C

Between 1450 and 1650 education was stressed and means of being educated were improved. The most important development that had the biggest ^{contribution} ~~development~~ was the invention of the printing press by Johann Gutenberg. The Renaissance and toleration of leaders at the time also contributed to the development of education.

The biggest ~~at~~ development of education was the printing press developed by Johann Gutenberg. This allowed for printing of books, newspapers, ~~also~~ pamphlets, and especially Bibles to be printed ~~at~~ cheaply, easily, and quickly. After the printing press was developed news could travel faster and more reliably through the Continent. More importantly, the people could read the news, whereas before, they might have not even heard of any news stories. This allowed people to think for themselves and formulate new ideas. The literacy rate also went up due to the printing press and reading became an essential part of life. It was easier to educate people when books and reading materials were readily available. People became ~~so~~ smarter and could afford many books, because they were so cheap now. The circulation of the Bible was perhaps the most important thing the printing press brought to Europe. The Bible* was now printed in many languages so nearly everyone could read it. Because people could now read and understand things for themselves, they were able to formulate new ideas and desire for a better life. Now that people were interpreting the Bible themselves support for groups in the Reformation increased.

People were given increasingly more freedom during this period and this too, bettered the current education. New views and ideas could circulate better now, with addition of laws such as Freedom of speech. The Edict of Nantes also helped to improve education because more people were ~~tolerated~~ tolerated in France. Politicians such as Elizabeth I helped improve education with their toleration of people and religion. Because these views could circulate more, education increased dramatically. →

Unit C → 6

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

With so many new views and ideas in circulation, literacy was increased and education was much better. Revolutions were harder to stop because the ideas could circulate better and the people knew more about what they were opposing against and for. Education continued to increase as time went on with even more tolerance and freedom of speech, though it was often threatened.

60

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

6C

The late 1400s was a time of European exploration. Columbus discovered the West Indies in 1492. This caused a surge of exploration throughout Europe. The compass became a great tool for explorers. The world learned that the Earth was round when the first vessel sailed all the way around the world. Many educational advances took place, like the discovery of a new continent. For some Europeans, new land meant a culture change as British went to New England and the Spanish went to Florida. The French befriended Indians and became hunters and fishers.

The Gutenberg also invented the printing press. This allowed books to be copied at a fast and easy pace. Therefore, books reached more than the rich. The middle class could gain knowledge by reading books which were now quite easily accessible. Children could read by way of books instead of chalk and board. Ideas were more spread out because many copies of pamphlets or books could be made. Knowledge and news spread quickly and easily as a result of the printing press.

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2008 SCORING COMMENTARY (Form B)

Question 6

Sample: 6A

Score: 9

This essay offers a clear, valid thesis before proceeding to a comprehensive discussion of the printing press and humanism and their impact on education. The discussion of both developments and their effects on learning is very sophisticated as well as detailed, which earned this essay the top score.

Sample: 6B

Score: 5

This is an excellent discussion of the printing press and its impact on education. However, although the thesis promises to discuss the Renaissance, the essay fails to do so. Instead, the second half of the essay veers off into an incorrect analysis of the support for free speech in the period. This kept the response from achieving a score of 6. It received a 5 rather than a 4, however, because the discussion of the one relevant development—the printing press—and its influence on education is very thorough.

Sample: 6C

Score: 2

This essay has no thesis. It discusses two developments (exploration and the printing press) in vague terms. It relates these two developments to education but only in the most general way. The essay avoided a score of 1 because it has some information about both the Age of Exploration and the printing press. It did not earn a 3 because it is unfocused, saying very little about these developments and almost nothing specific about their effect on education.