

Reformation DBQ: SCORING GUIDELINES

Prompt: Analyze the various effects of the Protestant Reformation on the people of Europe.

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 must not simply restate the question.** The thesis must address effects of the Protestant Reformation on the people of Europe and suggest a minimal level of analysis drawn with some degree of specificity. The complete thesis must appear in either the introduction OR the conclusion.
- 2. Discusses a majority of the documents individually and specifically.**
The essay must discuss at least seven documents. Even documents used incorrectly will count towards this task. However, documents must be discussed individually, not collectively.
- 3. Demonstrates understanding of the basic meaning of a majority of the documents (may misinterpret no more than one).**
The essay may not significantly misinterpret more than one document and must interpret at least seven correctly. If a student only uses seven documents total and misinterprets one, they do not get this point. A document that is incorrectly grouped would be considered a significant misinterpretation.
- 4. Supports the thesis with appropriate interpretations of a majority of the documents.**
The essay must use at least seven documents correctly, and the documents used in the body of the essay must provide support for the thesis. An essay cannot earn this point if no credit was awarded for point 1 (appropriate thesis). An essay also cannot earn this point if no credit was awarded for point 2 (discusses a majority of the documents).
- 5. Analyzes point of view or bias in at least three documents.**
The essay 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; ORIt is possible for essays to discuss point of view collectively (includes two or three documents in making a single POV analysis), but this counts for only one point of view

6. **Analyzes documents by explicitly organizing them in at least three appropriate groups.**
A group must contain at least two documents that are used correctly and individually.
Groupings may include the following (not an exhaustive list of possible acceptable groupings):

Diet of Worms	1, 2
Anti-Catholic, Anti-Heresy	1, 8
Heresy	2, 6, 8
Peasantry	3, 4
Education	5, 7, 9
Pro-Catholic	2, 6, 7
Intellectual/Thinkers	8, 11, 12
Government Leaders	2, 9, 10
Government Intervention	5, 9, 10
Religious Tolerance	8, 11, 12
Regarding Religious Wars	2*, 11, 12

*The student can bring in outside information regarding religious wars to help justify using document 2 in this category

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 an essay can earn expanded core points. Credit awarded in the expanded core should be based on holistic assessment of the essay. Factors to consider in holistic assessment may include

- **Has a clear, analytical, and comprehensive thesis (that may explicitly discuss “arguments” and “practices” concerning religious toleration).**
- Uses all or almost all of the documents (10-12 documents).
- Uses the documents persuasively as evidence (may group them explicitly into “arguments” and “practices” categories).
- 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.**

Examples of Acceptable Point of View

Relating authorial point of view

- Martin Luther needed the support of the German princes, therefore it is likely that he was against the Peasant Revolts because they were revolting against the princes and he needed the support of the princes more than the support of the peasants.

Evaluating Reliability

- **It is likely that Loyola's statement regarding education is representative of the Catholic Jesuits as he was their founder.**

Different documents serve different purposes

- John Milton lived through the Puritan Revolution over 100 years after the beginning of the Protestant Reformation, yet his writings imply that there is still very little religious tolerance. This would be unacceptable at this time to most intellectuals.

Examples of Unacceptable Point of View

- Theodore Beza believes that magistrates are representatives of God because he is religious.
 - **Why is this unacceptable?** This does not fully make the link between the fact that he is a spiritual leader, successor to John Calvin, and a magistrate with the **fact that he believes that magistrates are God's representatives.**
- Charles V is against the ideas of Martin Luther at the Diet of Worms because he is the Holy Roman Emperor.
 - **Why is this unacceptable?** This is merely attribution with no attempt to EXPLAIN WHY it is biased.
- Document 9 is a reliable source because it is from the Wurttemberg city council.
 - **Why is this unacceptable?** There is no EXPLANATION as to why this would be considered a reliable source.

Adapted from the AP European History 2013 Scoring Guidelines.

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