

2025



AP[®] European History

Sample Student Responses and Scoring Commentary Set 1

Inside:

Document-Based Question

- Scoring Guidelines**
- Student Samples**
- Scoring Commentary**

Question 1: Document-Based Question, French Revolutionary Government

7 points

General Scoring Notes

- Except where otherwise noted, each point of these rubrics is earned independently; for example, a student could earn a point for evidence without earning a point for thesis/claim.
- **Accuracy:** The components of these rubrics require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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 essays 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.

Evaluate whether or not the French government upheld the ideals of the Revolution during the period 1789 to 1794.

Reporting Category	Scoring Criteria	
<p>Row A Thesis/Claim (0–1 points)</p>	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.</p>
Decision Rules and Scoring Notes		
<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • Are not historically defensible. • Only restate or rephrase the prompt. • Do not respond to the prompt. • Do not establish a line of reasoning. • Are overgeneralized. 		<p>Responses that earn this point:</p> <ul style="list-style-type: none"> • Provide a historically defensible thesis or claim about whether or not the French government upheld the ideals of the Revolution in the period 1789 to 1794. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument.
<p>Examples that do not earn this point:</p> <p>Provide a restatement of the prompt</p> <ul style="list-style-type: none"> • <i>“In the years immediately following the Revolution, the revolutionary forces achieved their ideals.”</i> <p>Do not respond to the prompt</p> <ul style="list-style-type: none"> • <i>“The Reign of Terror during the French Revolution killed thousands of people.”</i> <p>Provide a historically defensible claim, but do not establish a line of reasoning</p> <ul style="list-style-type: none"> • <i>“The Revolution completely failed to match its ideals.”</i> 		<p>Examples that earn this point:</p> <p>Establish a line of reasoning that evaluates the topic of the prompt</p> <ul style="list-style-type: none"> • <i>“The French Revolutionary government upheld some important ideals of the Revolution, such as ending arbitrary social distinctions, but it abandoned others when the Jacobins tried to impose their revolutionary principles by force.”</i> <p>Establish a line of reasoning that evaluates the topic of the prompt with analytic categories</p> <ul style="list-style-type: none"> • <i>“The French government upheld the early ideals of the revolution by writing a constitution, protecting natural rights, and establishing a representative government.”</i> <p>Establish a line of reasoning</p> <ul style="list-style-type: none"> • <i>“The French revolutionary government succeeded in achieving the most important ideal—ending a corrupt monarchy.”</i> [Minimally acceptable thesis/claim]
<p>Additional Notes:</p> <ul style="list-style-type: none"> • The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs). • The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period. 		

Reporting Category	Scoring Criteria			
<p>Row B Contextualization (0–1 points)</p>	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Describes a broader historical context relevant to the prompt.</p>		
Decision Rules and Scoring Notes				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • Provide an overgeneralized statement about the time period referenced in the prompt. • Provide context that is not relevant to the prompt. • Provide a passing phrase or reference. <p>Examples that do not earn this point:</p> <p>Do not provide context relevant to the topic of the prompt</p> <ul style="list-style-type: none"> • <i>“Russian Revolutionaries took a lot of inspiration from France.”</i> <p>Provide an overgeneralized statement</p> <ul style="list-style-type: none"> • <i>“Europe was changing before the French Revolution.”</i> <p>Provide a passing phrase or reference</p> <ul style="list-style-type: none"> • <i>“France faced big economic and political problems before 1789.”</i> </td> <td style="width: 50%; padding: 5px;"> <p>Responses that earn this point:</p> <ul style="list-style-type: none"> • Accurately describe a context relevant to the principles of the French Revolution during the period 1789 to 1794. <p>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> • Enlightenment ideas of natural rights, popular sovereignty • Political discontent under the French monarchy • Financial crisis of the French monarchy • Political and social structure of France under the monarchy [clergy/nobility/everyone else] • Economic problems leading up to 1789 [food shortages, high bread prices] • Earlier attempts at government reform [Necker, the Assembly of Notables] • The discontent of the commercial classes regarding social privileges under the Old Regime • Earlier revolutions, such as the American Revolution • Absolutism in France [beginning with Louis XIV] • Wars of the 1700s [Seven Years War, War of the Austrian Succession, etc.] <p>Examples of acceptable contextualization:</p> <ul style="list-style-type: none"> • <i>“In the 1700s, Enlightenment thinkers began imagining better forms of government based on universal rights and principles.”</i> • <i>“Before 1789, France was ruled by an absolutist monarchy.”</i> [Minimally acceptable contextualization] </td> </tr> </table>			<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • Provide an overgeneralized statement about the time period referenced in the prompt. • Provide context that is not relevant to the prompt. • Provide a passing phrase or reference. <p>Examples that do not earn this point:</p> <p>Do not provide context relevant to the topic of the prompt</p> <ul style="list-style-type: none"> • <i>“Russian Revolutionaries took a lot of inspiration from France.”</i> <p>Provide an overgeneralized statement</p> <ul style="list-style-type: none"> • <i>“Europe was changing before the French Revolution.”</i> <p>Provide a passing phrase or reference</p> <ul style="list-style-type: none"> • <i>“France faced big economic and political problems before 1789.”</i> 	<p>Responses that earn this point:</p> <ul style="list-style-type: none"> • Accurately describe a context relevant to the principles of the French Revolution during the period 1789 to 1794. <p>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> • Enlightenment ideas of natural rights, popular sovereignty • Political discontent under the French monarchy • Financial crisis of the French monarchy • Political and social structure of France under the monarchy [clergy/nobility/everyone else] • Economic problems leading up to 1789 [food shortages, high bread prices] • Earlier attempts at government reform [Necker, the Assembly of Notables] • The discontent of the commercial classes regarding social privileges under the Old Regime • Earlier revolutions, such as the American Revolution • Absolutism in France [beginning with Louis XIV] • Wars of the 1700s [Seven Years War, War of the Austrian Succession, etc.] <p>Examples of acceptable contextualization:</p> <ul style="list-style-type: none"> • <i>“In the 1700s, Enlightenment thinkers began imagining better forms of government based on universal rights and principles.”</i> • <i>“Before 1789, France was ruled by an absolutist monarchy.”</i> [Minimally acceptable contextualization]
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<p>Additional Notes:</p> <ul style="list-style-type: none"> • The response must describe broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question that are relevant to the topic of the prompt. • To earn this point, the context provided must be more than a phrase or reference. 				

Reporting Category	Scoring Criteria		
<p>Row C Evidence from Documents</p>	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Uses the content of at least three documents to address the topic of the prompt.</p>	<p>2 points Supports an argument in response to the prompt using at least four documents.</p>
<p>(0–2 points)</p>	<p>Decision Rules and Scoring Notes</p>		
	<p>Responses that do not earn points:</p> <ul style="list-style-type: none"> Use evidence from less than three of the documents Misinterpret the content of the document Quote the content of the documents without providing an accompanying description Address documents collectively rather than considering separately the content of each document 	<p>Responses that earn 1 point:</p> <ul style="list-style-type: none"> Accurately describe—rather than simply quote—the content from at least three of the documents to address whether or not the French government upheld the principles of the Revolution during the period 1789 to 1794. <p>Examples of describing the content of a document:</p> <p>Describe evidence from the documents relevant to the topic but do not use that evidence to support an argument</p> <ul style="list-style-type: none"> [Document 1]: <i>“The Declaration lays out the principles of the revolutionaries at the beginning of the revolt.”</i> [Document 4]: <i>“Berr celebrates that Jewish citizens gained rights in France.”</i> 	<p>Responses that earn 2 points:</p> <ul style="list-style-type: none"> Support an argument in response to the prompt by accurately using the content of at least four documents. <p>Examples of supporting an argument using the content of a document:</p> <ul style="list-style-type: none"> [Document 5]: <i>“Vergniaud’s vicious condemnation of a rival faction demonstrates the problems faced by the government in upholding its original ideas.”</i> [Uses evidence from the document to support an argument about how the revolutionary government fell short of its original ideals] [Document 3]: <i>“The 1789 Constitution aligns very closely with the original Enlightenment principles of the revolutionaries.”</i> [Uses evidence from the document to support an argument about ways in which the French government fulfilled its original ideals]
	<p>Additional Notes:</p> <ul style="list-style-type: none"> To earn two points, the four documents do not have to be used in support of a single argument—they can be used across sub-arguments or to address counterarguments. 		

<p>Row C Evidence Beyond Documents</p>	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Uses at least one additional piece of specific historical evidence [beyond that found in the documents] relevant to an argument in response to the prompt.</p>
<p>Decision Rules and Scoring Notes</p>		
<p>(0–1 points)</p>	<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • Provide evidence that is not relevant to an argument about the prompt. • Provide evidence that is outside the time period or region specified in the prompt. • Repeat information that is specified in the prompt or in any of the documents. • Provide a passing phrase or reference. 	<p>Responses that earn this point:</p> <ul style="list-style-type: none"> • Must use at least one specific piece of historical evidence relevant to whether or not the French government upheld the principles of the Revolution during the period 1789 to 1794. <p>Examples of specific and relevant evidence beyond the documents that earn this point include the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> • The ideas of various Enlightenment thinkers • Abolition of clerical and noble privileges • Creation of the National Assembly • Changes from the liberal to the radical phase of the Revolution • The Reign of Terror • The Committee of Public Safety • Factions within the revolutionary government: Jacobins, Girondins, the Mountain • Anti-Revolutionary uprisings [e.g., the <i>Vendée</i>] and the revolutionary government’s response • The actions of various revolutionary leaders [e.g., Lafayette, Robespierre, Danton] • The suppression of women’s political clubs • Various events of the Revolution [e.g., the Tennis Court Oath, storming of the Bastille, executions of Louis XVI and Marie-Antoinette] • The Civil Oath of the Clergy and backlash from Catholics upset by radical de-Christianization policies • Louis XVI and Marie-Antoinette’s attempted flight to Austria • Austria and Prussia declaring war on France [later joined by Britain, the Netherlands, and Spain] • The slave revolt in Saint-Domingue/The Haitian Revolution <p>Examples of evidence beyond the documents relevant to an argument about the prompt:</p> <ul style="list-style-type: none"> • <i>“The early actions of the revolutionaries, such as the establishment of a popular legislature and the abolition of social privileges showed that the new government was serious about changing society for the better.”</i> [Provides a piece of evidence not in the documents relevant to an argument about the prompt] • <i>“Mass executions under the Jacobins during the Reign of Terror marked a retreat from the ideals of brotherhood and liberty that had started the revolution.”</i> [Provides a piece of evidence not in the documents relevant to an argument about the prompt]
<p>Additional Notes:</p> <ul style="list-style-type: none"> • Typically, statements credited as evidence will be more specific than statements credited as contextualization. • To earn this point, the evidence provided must be different from the evidence used to earn the point for contextualization. • To earn this point, the evidence provided must be more than a phrase or reference. • The point for evidence beyond the documents may be awarded for evidence that appears in any part of the response. 		

Reporting Category	Scoring Criteria	
<p>Row D Analysis and Reasoning Sourcing</p>	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point For at least two documents, explains how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument.</p>
<p>(0–1 points)</p>	<p>Decision Rules and Scoring Notes</p>	
	<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> Explain sourcing for fewer than two of the documents. Identify the point of view, purpose, historical situation, and/or audience but fail to explain how or why it is relevant to an argument. Summarize the content or argument of the document without explaining the relevance of this summary to the point of view, purpose, historical situation, and/or audience. <p>Examples that do not earn this point:</p> <p>Identify the point of view, purpose, historical situation, and/or audience, but do not explain how or why it is relevant to an argument</p> <ul style="list-style-type: none"> <i>“Olympe de Gouges supported the expansion of women’s rights because she was a woman.”</i> <p>Summarize the content of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience</p> <ul style="list-style-type: none"> <i>“Document 3, the 1791 Constitution, outlines principles of legal equality and fairness.”</i> 	<p>Responses that earn this point:</p> <ul style="list-style-type: none"> Must explain how or why—rather than simply identifying—the document’s point of view, purpose, historical situation, or audience is relevant to an argument that addresses the prompt for each of the two documents sourced. <p>Example of acceptable explanation of the relevance of the author’s point of view:</p> <ul style="list-style-type: none"> [Document 2]: <i>“As a woman who had welcomed the outbreak of the Revolution, De Gouges feels betrayed by the failure of male revolutionaries to apply their principles to gender equality.”</i> [Connects the point of view of the document relevant to an argument about the ideals of the French Revolution.] <p>Example of acceptable explanation of the relevance of the author’s purpose:</p> <ul style="list-style-type: none"> [Document 7]: <i>“The creator of the print was seeking to re-assure people that the abolition of slavery by the revolutionary government was in accordance with its principles of universal rights and equality.”</i> [Connects the purpose of the document relevant to an argument about the ideals of the French Revolution] <p>Example of acceptable explanation of the relevance of the historical situation of a source:</p> <ul style="list-style-type: none"> [Document 6]: <i>“Corday wrote her manifesto at a time when the excesses of the Jacobin regime had provoked a counter-revolution that threatened to undo all the progress that had been made.”</i> [Connects the historical situation of the document relevant to an argument about the ideals of the French Revolution] <p>Example of acceptable explanation of the relevance of the audience:</p> <ul style="list-style-type: none"> [Document 1]: <i>“The audience for the Declaration was supporters of the revolution who sought assurances that the new government supported Enlightenment principles.”</i> [Connects the audience of the document relevant to an argument about the ideals of the French Revolution]

<p>Row D Analysis and Reasoning Complex Understanding</p>	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Demonstrates a complex understanding of the historical development that is the focus of the prompt through sophisticated argumentation and/or effective use of evidence.</p>
<p>Decision Rules and Scoring Notes</p>		
<p>(0–1 points)</p>		<p>Responses that earn this point: May demonstrate a complex understanding through sophisticated argumentation that is relevant to the prompt. This may be done in a variety of ways, such as:</p> <ul style="list-style-type: none"> • Explaining multiple themes or perspectives to explore complexity or nuance; OR • Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR • Explaining both cause and effect, both similarity and difference, or both continuity and change; OR • Explaining relevant and insightful connections within and across periods or geographical areas. These connections should clearly relate to an argument that responds to the prompt. <p>May demonstrate a complex understanding through effective use of evidence relevant to an argument that addresses the prompt. This may be done in a variety of ways, such as:</p> <ul style="list-style-type: none"> • Effectively using seven documents to support an argument that responds to the prompt; OR • Explaining how the point of view, purpose, historical situation, and/or audience of at least four documents supports an argument that responds to the prompt; OR • Using documents and evidence beyond the documents effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt. <p>Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> • Explains how the pressures of politics and resistance by many groups forced successive ruling groups into more coercive measures to protect revolutionary principles. [Explains continuity and change] • Presents evidence for alternative views of the regime’s fidelity or abandonment of revolutionary ideals before making a final determination [Explaining multiple themes or perspectives to explore complexity or nuance] • Makes an extended nuanced comparison between the French Revolution and another revolution [e.g., the American Revolution, with respect to their adherence to original principles.] [Explaining relevant and insightful connections within and across periods] • Explains the effects of the spread of revolutionary ideals across Europe during the Napoleonic Wars. [Explaining relevant and insightful connections across periods and geographical areas]
<p>Additional Notes:</p> <ul style="list-style-type: none"> • This complex understanding must be part of the argument and may be demonstrated in any part of the response. • While it is not necessary for this complex understanding to be woven throughout the response, it must be more than merely a phrase or reference. • To earn a point for complexity by using seven documents in support of an argument, there must be an attempt to use all seven documents to effectively support an argument, but the use of the documents may be unevenly or inconsistently developed, or the document use may be weaker in one or two instances. 		

Document Summaries

Document	Summary of Content	Explains the relevance of point of view [POV], purpose, situation, and/or audience by elaborating on examples such as:
1. Declaration of the Rights of Man and of the Citizen, 1789	<ul style="list-style-type: none"> States that all men are equal and have natural rights States that the purpose of government is to preserve these rights Declares the end of hereditary social distinctions of the Old Regime Declares the importance of free expression of opinions, but preserves the possibility that “abuse of free expression” may be punished by law 	<ul style="list-style-type: none"> The Declaration is intended to clearly convey the core principles of the new government—individual rights and popular sovereignty. [purpose] The Declaration was a “broadcast” to all French and other Europeans who favored enlightened principles of government. [audience]
2. De Gouges, <i>Declaration of the Rights of Woman</i> , 1791	<ul style="list-style-type: none"> Calls for women to join the struggle for their rights Claims that men have failed to liberate women, despite winning their own freedom Asserts that men will admire women if they stand up for their rights 	<ul style="list-style-type: none"> De Gouges is writing at a period of intense debate over the scope and nature of rights that the new government should offer, and she is anxious that women not be left out. [historical situation] As a female supporter of the revolution, de Gouges is concerned that male supporters of the revolution seem unwilling to extend equality and legal recognition to women. [POV]
3. French Constitution, 1791	<ul style="list-style-type: none"> Allows all citizens to hold any offices Declares equality of taxation and legal punishments Declares the right of free expression and assembly Denies the ability of the government to restrict these rights 	<ul style="list-style-type: none"> As a legally binding document, the constitution attempts to spell out as clearly as possible the rights that the government will guarantee. [purpose] The constitution’s stress on the value of free expression is a reaction to years of government censorship under the absolute monarchy before 1789. [historical situation]
4. Berr Isaac Berr, “Letter to fellow Jews,” 1791	<ul style="list-style-type: none"> Calls for all Jewish people to celebrate that they have obtained equal rights and are now considered Frenchmen Advises them to act as individuals and Frenchmen in support of the good of the country 	<ul style="list-style-type: none"> Berr is writing during an optimistic period of the revolution when formerly marginalized groups are gaining new rights in accordance with Enlightenment principles of tolerance. [historical situation] As a member of a group that had suffered significant discrimination and persecution, Berr is anxious to advise his co-religionists to avoid any actions that could draw the same reactions again. [POV]
5. Vergniaud, speech to the National Assembly, 1793	<ul style="list-style-type: none"> Claims people no longer understand the difference between treason and the “great revolution of liberty.” 	<ul style="list-style-type: none"> As a member of a rival faction to the dominant Jacobin faction, Vergniaud, paints them in the darkest terms as enemies of the true principle of liberty. [POV]

AP® European History 2025 Scoring Guidelines

	<ul style="list-style-type: none"> • Attacks Jacobins for trying to enforce conformity and using fear of the mob • Raises the possibility that the revolution will destroy itself 	<ul style="list-style-type: none"> • Speaking at a time when the Committee of Public Safety was executing the Jacobins’ political rivals, Vergniaud highlights what he considers the betrayal of revolutionary principles. [historical situation]
6. Corday, manifesto, 1793	<ul style="list-style-type: none"> • Laments the divisions and factionalism within the French government • Reminds her readers of the counter-revolutionary uprisings and foreign invasions that threaten Paris • Declares that Marat’s death is necessary to weaken the Jacobin’s hold on power 	<ul style="list-style-type: none"> • As an enemy to the Jacobins, Corday seeks to portray them as betrayers of the revolution. [POV/purpose] • Writing just before she is about to commit an act of political violence that will probably result in her own death, Corday wants to emphasize her own credentials as a true believer in the revolution. [purpose/historical situation]
7. Print commemorating the abolition of slavery, 1794	<ul style="list-style-type: none"> • Asserts that freed slaves are equal to other Frenchmen • Implies that freedom is in accordance with reason and nature 	<ul style="list-style-type: none"> • In a period of factional fighting among revolutionaries and attempts to overturn the republican government, the print is celebrating the government’s fulfillment of an important revolutionary value—liberty. [historical situation] • The artist’s choice of symbolism is intended to remind viewers of the fundamental values of the revolution. [purpose]

Sample 1A 1 of 2

The French government upheld goals of the Revolution by granting citizens more freedoms and rights, to appease and control the radical revolutionary spirit which festered in the minds of the French. Prior to the late 1700s, France was split with internal conflicts as a result of the years of weak rule of young leaders controlled a lot by their ministers, who all attempted to push the French to the best it could be. Louis XVI with his minister Jean Baptist Colbert, and his large palace of Versailles, set France up to become weakened, due to Louis waging random wars to try to gain more territory and reckless spending. In order to do this, he had to raise taxes, which upset many living under his rule. Many things led up to this massive French Revolt, because the people were tired of being ignored and wanted more say in the government.

The French achieved great success in their Revolution, as shown in Document one, where the National Assembly of France set a constitution which outlined the rights man should have in this new revised government. Men were allowed to equal rights, and more judicial protections. This proposed constitution was written to spread the Revolutionary ideas of the French to the government, and ensure their rights would be protected. This document was important because it was a call for change, and eventually it resulted in the first constitution in Europe. Document 3 is a written piece declaring the natural and civil rights of the citizens of France, after being approved by the government. The French got more religious tolerance, as well as rights outlined that would later be used in the Constitution in the United States. This written document finally was able to solve some of the complaints the Frenchmen had about their nation, which was extremely successful in putting down the Revolution for good. Many citizens were extremely pleased with the way the government handled their requests, and an example is in Document 4 where a Jewish-French merchant exclaims his excitement for the new rights and changes to the nation. He explains that being given the title of active citizen allows him and his community to be truly with power in a free state, as well as building up nationalism for the rest of his nation. He wrote this letter to other Jewish people in the community to share how as a merchant, his wealth allowed him to have a part in vote for the state. Although these rights did not allow all citizens to be equal, it allowed enough of the higher classes to have enough rights to satisfy their rebellious spirit. Another way France became more enlightened and happy with their reforms was the abolition of slavery. The African slave trade was an extremely important factor that many people were upset about. As a result of the New World being discovered, Africans were shipped over to the Indies to work on plantations in the new colonies. They were treated extremely poorly, with many even dying because of the conditions they lived in on the ships. Critics resented the way Africans were treated as less than, and due to their treatment and appearance forced onto them, Indigenous slaves were unable to really gain their independence on their own. The decision of the French government to move to more Enlightened views, making equality a key reform, made it so that the Revolution was that much more successful. In the late 1700s, Document 7 presents an image displaying the African man holding the Declaration of Rights of Man and Citizen, which was a big change from the European superiority view that was held by many. This era marked where slavery was outlawed in the French colonies, showing how successful the French government was in making everything fair. The audience of this painting was most likely the French citizens who opposed inequality, to showcase how their nation was fixing complaints.

Although, in a way, the French Revolution promoting equality and more rights didn't give rights to all. In Document 2 it is shown how women were still left behind and not given all the same rights that men got. Feminism was still an issue many women still had to fight for, and as a female political activist that is exactly what Olympe de Gouges did. With her spin on the Declaration on the Rights of man and citizen, she replaces the word man with woman, and calls out to women of France to stand up and fight for their rights as well. She fights for the idea that women should be seen as equal, and urges women

Sample 1A 2 of 2

to use their power and make a change. This is shown again in Document 6 where a political activist explains how the march on Paris went, and the revolutionary spirit the people of France showed for their freedoms. They would do anything to stop the violence they saw, with Robespierre being slaughtered. The revolution was argued to no longer be about its beginning goals. She wrote this to alert the public of the bloody, violent ways in which people were fighting against the government. When the Jacobins under Robespierre took power, the Girondins were still opposed, and in Document 5, they argue for actual freedom. They believe that the freedom they have is still controlled by the government, and they want to be able to do away with the government entirely. This speech to the French legislature aimed to convince the government and citizens to actually stop the extreme violence of the Revolution and argues that it is not giving actually everyone equal rights and freedoms. The main goal of this Revolution was to fight for more rights, and they did. It wasn't perfect for everyone, but ultimately they gained more freedoms in the end.

In conclusion, the French Government upheld the goals of the French Revolution by approving the Constitution for more rights to the citizens, as well as abolishing slavery and promoting more equality, even though a couple groups opposed it, the Revolution resulted in lots of good, and eventually the success of the French Revolution influenced other areas to fight for their independence, such as the American Revolution against British control.

Sample 1B 1 of 1

The 1700s was a time in which Europe was quickly changing. The Enlightenment spread all throughout Europe. New beliefs that all people were equal and that a country did not have to be ruled by a king spread rapidly not just through Europe, but in the New World. There in the New World was this idea that a country could be ruled by its people rather than a king tested. The United States of America was born and soon after the people from France who aided the U.S.A. in its independence from the British Crown created their own new government free from any crown. However, this new government could not uphold the ideals of the Revolution which formed it. It punished those which did not agree with it in the name of the revolution and created unrest within the people of France.

In August of 1789 the National Assembly of France ratified the Declaration of Rights of Man and of the Citizen, and with it declared rights for all Frenchman to the people of France. One such right that it declared was that no one would be harassed because of their opinions or religious views. This right would protect those who disagreed with each other from retaliation by their fellow Frenchmen and by their government. However, just a few years later it seemed that this right was completely forgotten, in March of 1793 Pierre Vergniaud gave a speech to the French legislature regarding the misdeeds of the French government. Within that speech he spoke as if he was the government speaking to its people saying that they are free, but will be denounced if they disagree with them and be thrown to the "vengeance of the people", he said the same in regards to which God you believe in. This shows how both the people of France and the government itself attacked those that had different opinions and believed in different religions. Going against the right promised by the French Revolution.

In July of 1793 the political activist Charlotte Corday wrote to the people of France, in which she asked how long they would enjoy the divisions and disorder caused by politicians in the government seeking only their own interests rather than the good of the people. This is in regards to all of the public executions that were to kill anyone who was against the revolution. The Jacobins would execute political rivals with the excuse that they were against the revolution. This sowed seeds of violence and chaos in the hearts of the people as they followed behind their government and did the same as them. The people would report friends and neighbors who they believed were against the revolution and they would be executed by a guillotine with a mob watching and cheering. These executions were after very little trial if any to deem them guilty before they were walked out to be executed. This goes against the ideal in the Declaration of Rights of Man and of the Citizen that all people are innocent until declared guilty.

The French government quickly degraded after it was created with corrupt politicians that cared only for themselves as they went directly against the ideals of the revolution while they proclaimed to protect it. They discriminated due to opinions and religion and judged people guilty for execution with no trial. The French government did not uphold the ideals of the revolution at all.

Sample 1C 1 of 1

The French government upheld the ideas of the Revolution, in that citizens gained more rights and were free from many oppressive issues. At this time, the government in France was very oppressive and the relationship between the people and those in power was that of separation and resentment. The aristocrats and politicians did not want to associate with peasants or people middle class and below. They were strongly mistreated. The Revolution was the French responding to how the Americans revolted against England. They saw the good that came from it, and wanted to spark their own change. In doing so there was great bloodshed, but out of it came change as well.

In Document 1, the rights of the Frenchmen are being laid out. These include being born with freedom and equality in their rights. It is also stated that the aim of the political association is to preserve the natural rights of man. These include the right to liberty, property, security, and resistance to oppression. These are a huge step in the sense that people are being called free and equal now. Before the revolution there were stark differences between upper and lower class. They did not mingle and the situations were on completely different levels. Lower class was struggling to eat, had little pay, were sick, and were dirty. Higher class people led lavish lifestyles with huge houses, large territories, beautiful clothes, and delicious food. The lower class person also could not rise in rank in the social pyramid. If you were born lowly, you would remain lowly. This is how it was for a long time, now people had been named, "born and remain free and equal in rights." Any man can better themselves in society, and they have the right to freedom and equality just as a man of the highest rank did.

Natural rights were also a huge step. Again, before the revolution whatever social class you were born in, you would stay in. If you were born to a family with no property and people wanted to raid your house and take your belongings they could. If you were wronged in some way, it was highly unlikely you would be taken seriously or receive justice for what had been taken. Now, the right to security, property, resistance to oppression, and liberty were all provided for the common man. Men could fight back against mistreatment, they were able to buy land, they could ask for help and be given safety, and they were free. In document 3, the French Constitution states, "the legislation may not make any law which interferes with or hinders the exercise of the natural and civil rights guaranteed by the present constitution." Men were granted freedom and they would be able to keep it.

After the Revolution, men were given peace and freedom from oppressive and unfair rulers. Though this would not last, as other strong men would come to power, for a time the ideals were put in place. The citizens of France now had equality among every person, you could better yourself, and you could fight back against a situation/ruler who was not carrying out the person's natural rights. During the period of 1789 to 1794, the government did uphold the ideals of the Revolution that took place in France to claim freedom and equality from the oppressive rulers and society in France.

Document-Based Question 1

Note: Student samples are quoted verbatim and may contain spelling and grammatical errors.

Overview

NEW for 2025: The question overviews can be found in the *Chief Reader Report on Student Responses on AP Central*.

Sample: 1A

Thesis Score: 1

Contextualization Score: 1

Evidence from the Document Score: 2

Evidence Beyond the Documents Score: 1

Analysis and Reasoning: Sourcing Score: 1

Analysis and Reasoning: Complexity Score: 1

Total Score: 7

A. Thesis/Claim (0–1 points): 1

The response earned 1 point for a thesis for an argument in the first sentence of the first paragraph which links the French government’s granting of freedoms and rights to its desire to subdue the revolutionary spirit of the people.

B. Contextualization (0–1 points): 1

The response earned 1 point for contextualization in the first paragraph by situating the start of the French Revolution in the context of a discussion of excessive government spending and unfair taxation.

C. Evidence (0–3 points): 3

Uses the content of at least three documents to address the topic of the prompt: 1

The response earned 1 evidence point by correctly using at least three documents. The response uses all seven documents.

Supports an argument in response to the prompt using at least four documents: 1

The response earned 1 evidence point by using documents 1,3,4, and 7 in support of an argument proving that the French government upheld the ideals of the French Revolution by granting its citizens more political and social rights (Docs 1 and 3) as well as religious freedom (Doc 4) and independence (Doc 7). It uses Documents 2, 5, and 6 in support of a counterargument about the failures of the French revolutionary government to maintain revolutionary ideals.

Uses at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt: 1

The response earned 1 point for evidence beyond the documents with a discussion of the conditions of slavery.

Document-Based Question 1 (continued)**D. Analysis and Reasoning (0–2 points): 2****Sourcing for at least two documents: 1**

The response earned 1 point for sourcing two documents. It sources documents 4 and 7 for audience and documents 5 and 6 for purpose.

Demonstrating Complex Understanding: 1

The response earned the second analysis and reasoning point for effectively using all seven documents to support both an argument about upholding the Revolution's goals and a counterargument.

Sample: 1B**Thesis Score: 1****Contextualization Score: 1****Evidence From Docs Score: 1****Evidence Beyond Docs Score: 1****Analysis and Reasoning: Sourcing Score: 0****Analysis and Reasoning: Complexity Score: 0****Total Score: 4****A. Thesis/Claim (0–1 points): 1**

The response earned 1 point for a thesis for an argument in the first paragraph about how the government did not live up to the ideals of the French Revolution because it punished those who disagreed with it.

B. Contextualization (0–1 points): 1

The response earned 1 point for contextualization in the first paragraph for its discussion of Enlightenment ideas and the inspiration of the American fight for independence.

C. Evidence (0–3 points): 2**Uses the content of at least three documents to address the topic of the prompt: 1**

The response earned 1 evidence point by correctly using the content of at least three documents: documents 1, 5, and 6.

Supports an argument in response to the prompt using at least four documents: 0

The response did not earn the point because it only used 3 documents.

Uses at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt: 1

The response earned 1 evidence point for evidence beyond the documents for its discussion of the actions of the Jacobins.

Document-Based Question 1 (continued)**D. Analysis and Reasoning (0–2 points): 0****Sourcing for at least two documents: 0**

The response did not earn the point for sourcing two documents because it did not attempt sourcing.

Demonstrating Complex Understanding: 0

The response did not earn the point for demonstrating complex understanding because it does not attempt a complex understanding of the topic through sophisticated argumentation or effective use of evidence.

Sample: 1C

Thesis Score: 1

Contextualization Score: 1

Evidence From Docs Score: 0

Evidence Beyond Docs Score: 0

Analysis and Reasoning: Sourcing Score: 0

Analysis and Reasoning: Complexity Score: 0

Total Score: 2

A. Thesis/Claim (0–1 points): 1

The response earned 1 point for a thesis found in the first paragraph which links the French Revolutionary government to upholding the ideals of the Revolution by granting more rights and freedom from oppression.

B. Contextualization (0–1 points): 1

The response earned 1 point for contextualization by linking social and political inequalities of the Old Regime as well as the inspiration found in the American Revolution to the start of the French revolution.

C. Evidence (0–3 points): 0**Uses the content of at least three documents to address the topic of the prompt: 0**

The response did not earn the point for evidence by correctly using the content of at least three documents. The response only references documents 1 and 3.

Supports an argument in response to the prompt using at least four documents: 0

The response did not earn the evidence point for using four documents in support of arguments related to the prompt because only two documents are mentioned.

Uses at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt: 0

The response did not earn the point for evidence beyond the documents because its description of pre-revolutionary class structures is too vague.

Document-Based Question 1 (continued)

D. Analysis and Reasoning (0–2 points): 0

Sourcing for at least two documents: 0

The response did not earn the point for sourcing two documents because it does not attempt sourcing.

Demonstrating Complex Understanding: 0

The response did not earn the point for demonstrating complex understanding because it does not attempt a complex understanding of the topic through sophisticated argumentation or effective use of evidence.