

## 2012 AP<sup>®</sup> EUROPEAN HISTORY FREE-RESPONSE QUESTIONS

### EUROPEAN HISTORY

#### SECTION II

##### Part A

(Suggested writing time—45 minutes)

Percent of Section II score—45

**Directions:** The following question is based on the accompanying Documents 1-12. The documents have been edited for the purpose of this exercise. Write your answer on the lined pages of the Section II free-response booklet.

This question is designed to test your ability to work with and understand historical documents. Write an essay that:

- Provides an appropriate, explicitly stated thesis that directly addresses all parts of the question and does NOT simply restate the question.
- Discusses a majority of the documents individually and specifically.
- Demonstrates understanding of the basic meaning of a majority of the documents.
- Supports the thesis with appropriate interpretations of a majority of the documents.
- Analyzes point of view or bias in at least three documents.
- Analyzes the documents by explicitly grouping them in at least three appropriate ways.

You may refer to relevant historical information not mentioned in the documents.

1. Analyze various arguments that emerged over the course of the nineteenth century about how to improve the lives of European workers.

**Historical Background:** Economic changes in the nineteenth century dramatically increased the number of European industrial workers and transformed the conditions under which they lived and worked.

#### Document 1

Source: Thomas Malthus, English economist, *An Essay on the Principle of Population*, second edition, 1803.

The principal and most permanent cause of poverty has little or no relation to forms of government, or the unequal division of property; and as the rich do not in reality possess the power of finding employment and maintenance for [all] the poor, the poor cannot, in the nature of things, possess the right to demand them; [these] are important truths flowing from the principle of population. . . . And it is evident that every man in the lower classes of society, who became acquainted with these truths, would be disposed to bear the distresses in which he might be involved with more patience.

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### Document 2

Source: David Ricardo, English economist, *Principles of Political Economy and Taxation*, 1817.

Like all other contracts, wages should be left to the fair and free competition of the market, and should never be controlled by the interference of the legislature. The clear and direct tendency of the Poor Laws\* is in direct opposition to these obvious principles: . . . instead of making the poor rich, they are calculated to make the rich poor. . . . The comforts and well-being of the poor cannot be permanently secured without some regard on their part, or some effort on the part of the legislature, to regulate the increase of their numbers.

\* British laws that provided a government subsidy to workers who received less than a certain amount of wages.

### Document 3

Source: Saint-Amand Bazard, French social theorist, public lecture, 1828.

This fundamental principle of *laissez-faire* presupposes a personal interest that is always in harmony with the general interest, a supposition that innumerable facts tend to disprove. . . . It is said, “everything balances out in the end.” But until this balancing-process has run its course, what do we do with the thousands who are starving? Will they endure their misery with patience because the statistical tables assure them that they will have bread in a few years?

### Document 4

Source: London Workingmen’s Association, petition to Parliament for the “People’s Charter,” 1838.

Perceiving the tremendous power you possess over the lives, liberty and labour of the unrepresented millions, perceiving the revenue at your disposal—the relief of the poor in your hands, . . . [and] the power of delegating to others the whole control of the monetary arrangements of the Kingdom, by which the labouring classes may be silently plundered or suddenly suspended from employment, . . . your petitioners earnestly pray your Honourable House to enact that every person producing proof of his being 21 years of age shall be entitled to have his name registered as a voter . . . [and] that there shall be no property qualification for members of [Parliament].

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### Document 5

Source: Flora Tristan, French writer and political activist, *The Workers' Union*, 1843.

Workers, you must leave behind division and isolation as quickly as possible and march courageously and fraternally down the only appropriate path—*unity*. . . . The workers, the vital part of the nation, must create a huge union to assert their unity! Then, the working class will be strong; then it will be able to make itself heard, to demand from the bourgeois gentlemen its right to work and to organize.

Workers, it is up to you, who are the victims of real inequality and injustice, to establish the rule of justice and absolute equality between man and woman on this earth. . . . You, the strong men, the men with bare arms, proclaim your recognition that woman is your equal, and as such, you recognize her equal right to the benefits of the *universal union of working men and women*.

### Document 6

Source: Karl Marx and Friedrich Engels, German social theorists, *The German Ideology*, 1845–1846.

The alteration of men on a mass scale is necessary, an alteration which can only take place in a practical movement, a *revolution*; this revolution is necessary, therefore, not only because the ruling class cannot be overthrown in any other way, but also because the class overthrowing it can only in a revolution succeed in ridding itself of all the muck of ages and become fitted to found society anew.

### Document 7

Source: Louis Blanc, French political leader, *The Organization of Labor*, introduction to the second edition, 1848.

Have we avowed that our goal is to undermine competition, to withdraw industry from the regime of *laissez-faire*? Most certainly, and far from denying it, we proclaim it aloud. Why? Because we want freedom. But real freedom, freedom for all. . . . We want a strong government because, in the regime of inequality within which we are still vegetating, there are weak persons who need a social force to protect them. . . . We want a government that will intervene in industry because the freedom of the future must be a reality.

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### Document 8

Source: Pauline Roland, French writer and political activist, letter to the editor of the French newspaper *Universal Well-Being*, 1851.

Woman is entitled to work as is Man, and to have productive, independent employment which will emancipate her from all dependence. She has the right to choose her work herself as well as a man and no one can legitimately confine her to the house if she feels she is called to live otherwise. Finally, as soon as a woman comes of age, she has the right to arrange her life as she wishes.

### Document 9

Source: Ferdinand Lassalle, German political activist, “The Workers’ Program,” public speech delivered in Berlin, 1862.

It is *the state* whose function is to carry on . . . the development of the human race until its freedom is attained. *The state* is this unity of individuals into a moral whole, a unity which increases a million-fold the strength of *all* individuals . . . and makes them capable of acquiring an amount of *education, power, and freedom* which would have been wholly unattainable by them as individuals. . . . A state ruled by the ideas of the working class . . . would make this moral nature of the state its mission.

### Document 10

Source: John Stuart Mill, English political theorist and member of Parliament, *Chapters on Socialism*, unfinished book, begun in 1869 and published posthumously in 1879.

The present system is not, as many Socialists believe, hurrying us into a state of general indigence and slavery from which only Socialism can save us. The evils and injustices suffered under the present system are great, but they are not increasing; on the contrary, the general tendency is towards their slow diminution.

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## EUROPEAN HISTORY SECTION II

### Part B

(Suggested planning and writing time—35 minutes)

Percent of Section II score—27 1/2

**Directions:** You are to answer ONE question from the three questions below. Make your selection carefully, choosing the question that you are best prepared to answer thoroughly in the time permitted. You should spend 5 minutes organizing or outlining your answer. Write your answer to the question on the lined pages of the Section II free-response booklet, making sure to indicate the question you are answering by writing the appropriate question number at the top of each page.

Write an essay that:

- Has a relevant thesis.
  - Addresses all parts of the question.
  - Supports thesis with specific evidence.
  - Is well organized.
2. Analyze various ways in which technological developments contributed to the expansion of state power in the period 1450 to 1600.
  3. Analyze various ways in which religious reform in the sixteenth and seventeenth centuries influenced the arts.
  4. Analyze various ways in which government policies during the Revolutionary and Napoleonic era contributed to a greater sense of French national identity in the period 1789 to 1815.

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## 2012 SCORING GUIDELINES

### Question 1 — Document-Based Question (DBQ)

Analyze various arguments that emerged over the course of the nineteenth century about how to improve the lives of European workers.

#### 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 **at least two arguments** concerning improvements in European workers' lives with some degree of specificity. The thesis need not appear in the first paragraph; it may be found in the conclusion.

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

The essay must use **at least seven documents** — even if used incorrectly — by reference to anything in the box. Documents cannot be referenced collectively to get credit for this point (e.g., “Documents 2, 3, and 6 suggest ...”) unless the essay goes on to discuss them individually.

- 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**. A major misinterpretation is an incorrect analysis OR one that leads to an inaccurate grouping. An essay cannot earn this point if no credit was awarded for point 2 (discusses a majority of the documents).

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

The essay must use **at least seven documents** correctly and analytically in the body of the essay to 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; OR
- analyzing the tone of the documents; must be clear and relevant.

Note: 1. Attribution alone is not sufficient to earn credit for point of view (POV).  
2. It 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.

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### Question 1 — Document-Based Question (continued)

**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 and corresponding documents *may* include the following (not exclusive).

Arguments Regarding Improvements of Workers' Lives\*

- Laissez-faire/noninterventionist/classical economist: documents 1, 2, 10
- State interventionist/reformist/activist/socialist: documents 3, 5, 7, 8, 9, 12
- Radical: documents 5, 6, 8, 11
- Revolutionary: documents 5, 6, 11
- "Unity": documents 4, 5, 9, 11
- Working women's rights: documents 5, 8
- Expanded suffrage/workers' rights: documents 4, 8, 12

\*These themes may be incorporated into chronologically structured essays that emphasize change over time.

### **Expanded Core: 0–3 points to a total of 9 points**

The essay merits credit beyond the basic core of 1–6 points. 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 the following:

- Presents a clear, analytical, and comprehensive thesis.
- Uses all or almost all the documents (10–12 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.

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### Question 1 — Document-Based Question (continued)

#### Document Summary

**Document 1: Thomas Malthus, English economist, *An Essay on the Principle of Population*, second edition, 1803**

The causes of poverty and social inequality cannot be resolved by the rich or by government intervention; the poor should have patience.

**Document 2: David Ricardo, English economist, *Principles of Political Economy and Taxation*, 1817**

Legislative reforms to increase workers' wages (e.g., the Poor Laws) run counter to the principles of free-market enterprise (*laissez-faire*); further, Ricardo shifts responsibility to the poor and suggests ironically that the legislature regulate population size. Note: the principal thrust of this document is that Ricardo opposes government intervention.

**Document 3: Saint-Amand Bazard, French social theorist, public lecture, 1828**

*Laissez-faire* policies are not effective in alleviating miseries of the poor in the short term.

**Document 4: London Workingmen's Association, petition to Parliament for the "People's Charter," 1838**

Granting the suffrage to all workers over the age of 21 will relieve the suffering of the laboring poor.

**Document 5: Flora Tristan, French writer and political activist, *The Workers' Union*, 1843**

Only through unity will the working class be able to demand concessions from the bourgeoisie, and the unity of working men and women will result in gender equality.

**Document 6: Karl Marx and Friedrich Engels, German Social theorists, *The German Ideology*, 1845–1846**

A wholesale revolution is the only way to achieve the overthrow of the ruling class.

**Document 7: Louis Blanc, French political leader, *The Organization of Labor*, introduction to the second edition, 1848**

Only strong government intervention can successfully overturn *laissez-faire* principles in order to alleviate social inequality.

**Document 8: Pauline Roland, French writer and political activist, letter to the editor of the French newspaper *Universal Well-Being*, 1851**

Women should have a right to the same employment opportunities as men in order to establish their independence.

**Document 9: Ferdinand Lassalle, German political activist, "The Workers' Program," public speech delivered in Berlin, 1862**

Only the state, ruled by the ideas of the working class, can promote and protect the moral principles of equality for all people.

**Document 10: John Stuart Mill, English political theorist and member of Parliament, *Chapters on Socialism*, unfinished book, begun in 1869 and published posthumously in 1879**

Contrary to the beliefs of Socialists, the current system of liberal government is slowly eradicating social injustices.



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## **Question 1 — Document-Based Question (continued)**

### **Document Summary (continued)**

**Document 11: Central Electoral Committee of the Eleventh Arrondissement of the city of Paris during the period of the Paris Commune, 1871**

The realization of the commune will ensure the establishment of individual rights for all citizens and eliminate class distinctions.

**Document 12: Alexandre Millerand, member of the French national legislature, speech, 1896**

Suffrage seeks to establish economic and political liberation for all, rather than to resort to revolution.

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### Question 1 — Document-Based Question (continued)

#### A Closer Look at Point of View

There are many means by which an essay can demonstrate point-of-view analysis in this DBQ.

#### Examples of ACCEPTABLE Point-of-View Analysis

##### Relating authorial point of view to author's place in society

1. "Tristan tried to spread unity among her readers by suggesting that strong union will be difficult to break by others of higher standing or social ranking. Having felt the vulnerability and difficulties of being a woman, Tristan acknowledged the fact that equality should not be limited to one gender."
2. "David Ricardo stated that wages should not be controlled by government. As a classical economist and supporter of laissez-faire, Ricardo would have collected factual evidence to reinforce his conclusion that free markets should continue."
3. "Marx and Engels were two of the most anti-capitalistic men of their era and it is easy to see that their main course of action would be to overthrow the imperialistic, capitalistic governments of Europe."
4. "The Workingmen's Association, made up of members of the class most afflicted by the government's apathy, experienced first-hand the problems caused by a lack of representation."

##### Evaluating the reliability of the source

1. "Bazard is speaking in a public lecture, implying that he was trying to gain the worker's favor by pointing out the cruelties of capitalism."
2. "But the fact that Louis Blanc is a French political leader where the workers were more inclined to demand equality and betterment of living standards, indicates that he may have inevitably chosen to cater to their needs to gain their support and bring stability to France."
3. "Roland, a writer and political activist, expressed her ideals of gender equality. She, as a woman like Tristan, is a reliable source of the reformist viewpoint that many women held on the topic of gender equality."

##### Recognizing that different kinds of documents serve different purposes

1. "By presenting his view in a public lecture, Bazard intended to whip up popular support for his agenda."
2. "By presenting a petition to Parliament the London Workingmen's Association hoped to gain approval for new legislation to extend the suffrage to workers over the age of 21."
3. "In publishing her views in an activist newspaper like *Universal Well-Being* Roland could be certain to spread the word over a large audience of Frenchmen."

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### Question 1 — Document-Based Question (continued)

#### A Closer Look at Point of View (continued)

##### Analyzing the tone of the documents

1. “Saint-Amand Bazard argues that laissez-faire economics demands that a worker sit by and wait on the reassurance that he will get food in a few years. He claims that in the midst of “thousands who are starving” merely waiting until the invisible hand balances the economy is absurd.”
2. “The urgency and passion of this document was obviously intended to appeal to workers’ emotions and inspire revolution, making it propaganda.”
3. “Louis Blanc proclaims passionately that strong government intervention should undermine laissez-faire policies and thus achieve freedom for all.”

##### **Examples of UNACCEPTABLE Point-of-View Analysis**

1. “The point of view is that of workers who have decided to stand up to the government” (doc. 1).  
  
Why unacceptable? The essay explains workers’ action but does not explain why it represents a bias.
2. “Marx would most likely promote his theory of socialism at all costs since he completely believed in it.”  
  
Why unacceptable? This argument is circular and could be said of all authors. The essay does not explain why Marx holds this theory.
3. “This source is biased as Blanc is a political leader and is most likely a conservative as he is pushing for the idea of increased government control.”  
  
Why unacceptable? The statement incorrectly identifies Blanc as a conservative.
4. “These two individuals’ views are fueled by their gender.”  
  
Why unacceptable? The essay makes no connection between gender and the issues they are promoting.
5. “Ricardo’s work was published in a book and can be read as reliable and informed, as he is a very educated man.”  
  
Why unacceptable? There must be more explicit explanation of the source of a person’s credibility than a generic situation of simply publishing work or having education.
6. “Pauline Roland, although biased because she is a woman, advocated in a letter to the editor of a French newspaper that women should receive the same rights as men are entitled to, including complete independence of work and home.”  
  
Why unacceptable? The essay presents little more than attribution (a woman) to explain why Roland holds these stated views.