

2012 AP[®] EUROPEAN HISTORY FREE-RESPONSE QUESTIONS

EUROPEAN HISTORY SECTION II

Part C

(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.
5. Analyze the ways in which the rise of the middle class affected family structure and gender roles in Europe in the 1800s.
 6. Analyze various ways in which ideology shaped the foreign policy of Nazi Germany in the period 1933 through 1945.
 7. Analyze various factors that contributed to the process of decolonization in the period 1914 to 1975.

STOP

END OF EXAM

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Question 5

Analyze the ways in which the rise of the middle class affected family structure and gender roles in Europe in the 1800s.

9–8 points

- Thesis is explicit and fully responds to the question — refers to several ways in which middle-class family structure and gender roles changed in the 19th century.
- Organization is clear and effectively supports the argument — body paragraphs develop the various ways family structure and gender roles changed as alluded to in the thesis.
- Essay is well balanced — all topics required by the question are covered at length.
- Uses elaborative evidence to support all major ideas regarding family structure and gender roles.
- May contain an error or off-topic content that does not detract from the argument.

7–6 points

- Thesis is explicit and responds to the terms of the question — may respond to family and gender issues less thoroughly.
- Essay is organized and supports the argument but may stray off task — may merge gender roles and family structure issues into a single paragraph.
- Both topics required by the question are covered at least briefly — some factors may be more developed than others.
- Uses elaborative evidence to support most claims.
- May contain an error or off-topic content that detracts from the argument.

5–4 points

- Thesis is explicit but not fully responsive to the question — may refer to only one of the issues of family and gender.
- Essay may deal with only one of the issues of family and gender.
- Uses some elaborative evidence.
- May contain a few errors that detract from the argument.

3–2 points

- May contain no explicit, valid, or accurate thesis or is largely a paraphrase of the question.
- Is poorly organized.
- May fail to address most of the terms of the question in any substantial manner — may conflate middle-class and working-class families on the family and gender issue. Must provide at least one reference to a valid middle-class development on the family or gender issues, even if not labeled as middle class.
- Uses little to no evidence.
- May contain several errors that detract from the argument.

1–0 points

- Makes no discernible attempt at a thesis.
- Shows a disorganized response that suggests little or no understanding of the question — may simply discuss the working class with no allusion to middle-class developments.
- Ignores most of the major topics suggested by the question.
- Uses no evidence that is relevant to the question.
- May contain numerous errors that detract from the argument.

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Question 5 (continued)

Question Coverage in Popular European History Textbooks

Chambers et al., *The Western Experience* (10th ed.)

Chapter 22

- Develops the idea of diversity behind the middle-class label, bankers through to shopkeepers.
- Valued economic self-sufficiency, literacy, respectability.
- Valued constitutionalism, equal rights, economic freedom.
- Women were assigned the role of guardians of morality — played major role in creating the middle-class identity.
- Home and family were linchpins of middle-class life.
- The stay-at-home wife was one of the chief signifiers of middle-class respectability, isolated from business and politics.
- Women supervised the home and all domestic chores themselves, through servants, or both.
- Women were idealized as tender, innocent, gracious, but fragile.
- The home was the moral citadel protecting the family from the outside world, and women maintained the moral atmosphere.
- Wives were responsible for the moral upbringing of their children — motherhood was an honored occupation.
- Childhood lasted longer in a middle-class home — extensive training was required.

Chapter 24

- Middle-class women engaged in charitable organizations and education.
- The International Congress of the Rights of Women was held in Paris, 1878.
- Expanding field of social work in late 19th century began to pay middle-class women.
- Women's colleges were established at Oxford and Cambridge in the 1870s.
- Italian Maria Montessori lectured on the “new women” at end of 19th century.
- At end of 19th century, women lived longer and had fewer children — harder to justify their sheltered role in society.

Spielvogel, *Western Civilization* (comp vol., 3rd ed.)

Chapter 24

- Domestic servants were used, but the practice was more limited than had been thought.
- Middle-class wives frequently worked hard on domestic chores yet had to appear to be idle.
- Middle-class women were educated in domestic crafts, singing, piano playing.
- Children were seen as unique beings, not small adults (Rousseau); child rearing was seen as the mother's special charge; new children's games and toys were created.

Chapter 23 (5th ed.)

- The “Woman Question”
Man for the field and woman for the hearth:
Man for the sword and for the needle she:
Man with the head and woman with the heart
Man to command and woman to obey;
All else confusion
—Tennyson , *The Princess*