

2005 AP® EUROPEAN HISTORY FREE-RESPONSE QUESTIONS

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 how economic and social developments affected women in England in the period from 1700 to 1850.
3. Using examples from **at least two** different states, analyze the key features of the “new monarchies” and the factors responsible for their rise in the period 1450 to 1550.
4. Compare and contrast the motives and actions of Martin Luther in the German states and King Henry VIII in England in bringing about religious change during the Reformation.

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Question 2

Analyze how economic and social developments affected women in England in the period from 1700 to 1850.

9–6: Stronger

- Has a clear, well-developed thesis.
- Is well organized.
- Addresses the terms of the question.
- Supports the thesis with specific evidence.
- May contain minor errors; even a 9 need not be flawless.

Indicators

- Fully engages with the tasks of the question, identifying social and economic changes AND their effects on women in England.
- Explicitly links social and economic developments to changes in the lives of women.
- Developments may be described in general terms (Agricultural Revolution, Factory Revolution, Industrial Revolution, etc.).
- Examples are drawn primarily from the time period.

5–4: Mixed

- Contains a thesis, perhaps superficial or simplistic.
- Uneven response to the question's terms.
- May contain errors, factual or interpretive.

Indicators

- Addresses the tasks of the question, perhaps in general terms.
- May conflate social and economic developments and the effects of those developments on women.
- May be generalized with some pertinent detail.
- May contain errors of chronology in the developments that affected women's lives, such as political activism, political rights, white-collar occupations, World War I.

3–0: Weaker

(Essays scored 1 or 0 may attempt to address the question but fail to do so.)

- Thesis is confused, absent, or merely restates the question.
- Misconstrues the question or omits major tasks.
- May contain major errors.

Indicators

- Makes an attempt to address the question with broad generalizations about developments and effects.
- Is largely descriptive rather than analytical.
- May rely on stereotypes.
- May lack historical context or rely on events and examples from outside the period.

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Question 2 Historical Background

ECONOMIC DEVELOPMENTS that may be cited as having an effect on English women, 1700–1850.

Agricultural Revolution era developments:

Agricultural Revolution was at the base of the Industrial Revolution.

Innovations led to more productive agriculture, resulting in fewer workers needed for production.

Market economy led to greater variety in food, higher demand, and healthier population.

Enclosure effects in England: riots; did not force all small farmers off the land; did not create the labor force for the Industrial Revolution; “did bring entrepreneurial or capitalistic attitude of the urban merchant into the countryside” (Palmer); did make landlords more sensitive to profits, which left peasants to the mercy of the marketplace.

Population growth (50 percent between 1730 and 1800) attributed to stable and better food supply (not hygiene or medical innovations, which fall outside of the question’s time period).

Pre- or Protoindustrialization in England:

Cottage industry, domestic system, putting-out system, etc.

Colonial empire and foreign trade in the Americas and Europe.

Highest standard of living in Europe; therefore, strong consumer demand for manufactured goods.

Invention of machines and methods for improved coal mining, iron casting.

Most manufacturing jobs took place in the home (domestic manufacturing, putting-out system, or domestic system) and included men, women, and children, and may have “comprised almost half the entire population” (Palmer). Therefore, increasing importance of nonagricultural income before Industrial Revolution. (Examples of home industries include weaving, wool processing, copper, iron, lead and tin manufacturing, leather, paper, glass, porcelain, silk, linen, and cotton.)

“Thickening of the countryside”—increase in population and economic activity before Industrial Revolution.

Possible effects on women:

- Generated additional revenue for needy rural families.
- Increased their demand for products and services.
- Familiarized rural inhabitants with industrial processes and cash relationships.
- Did not lead to sustained economic growth (Chambers).

Industrial Revolution in England, 1760 or 1780:

Factory system:

- Women as laborers—advantages: smaller fingers to work in between the bobbins; hired for lower wages than men; new machines did not require skilled workers.
- 1780—power machinery began huge production of and demand for English cotton textiles.
- Same work day (12–14 hours) as before factory system; more tedious, oppressive, harsh treatment and conditions.

England’s economic infrastructure: no internal tariffs, weak guilds, monopolies only for inventors.

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Question 2 Historical Background (continued)

Corn Laws 1815: landlords, farmers gained; wage earners suffered.

Peterloo 1819: 113 women injured.

SOCIAL DEVELOPMENTS that may be cited as having an effect on English women, 1700–1850.

Urbanization:

Rapid growth of northern cities: crime, filth, overcrowding, prostitution, slums.

Enclosure movement shifted population to city and emerged as Europe's first urban, industrial economy.

Widening gulf between elite and popular culture, rich and poor: most dramatic in cities:

Elites:

- Wealth, social position, power, fashion, patronage, connoisseurship, artists, education, special training (medicine, law) discovery, accomplishment in technology and sciences; lessening of superstitions, customs, participation in carnivals, etc.
- Upper-class women aided the poor by giving money and service.
- Separate theaters by 1700 for rich and poor, unlike Shakespeare's time.
- Homes and furnishings more attenuated.

Popular culture:

- Elites can participate at will: public amusements, talking with servants.
- Subsiding beliefs in superstition and magic.

Education and literacy:

Economic developments led to education for some women.

Access to language/literacy allowed some to rise.

Booksellers increased output of fictional romances and fashion magazines for women and began to publish more fiction and poetry by women. Eliza Haywood, *The Female Spectator* (1744–1756), encouraged improvement in treatment of women and greater “opportunities of enlarging our minds.” Fanny Burney, *Evelina or A Young Lady's Entrance into the World* (1778), woman's perspective.

Newspapers such as *London Chronicle* increasingly directed toward family entertainment, carried advertisements that spurred consumerism and the notion of fashion.

Publishing industry created opportunities for women (and men), hack writers, who produced “potboilers, romances, salacious pamphlets, and gossip sheets, which pandered to low tastes.”

Population expansion:

1725 ff, population increase, death rate decrease due to improved food supply, food prices went up, expanding numbers produced the demand side of the Industrial Revolution.

Shared class experiences, upper and middle classes:

Eighteenth century “a high degree of social mobility in consequence of a long historical development.”

Status derived from better and more comfortable houses, consumer goods, furnishings.

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Question 2 Historical Background (continued)

Public interactions: tea and coffee houses, taverns (gin, problems associated with alcohol).

Corporate nature enforced social hierarchy, but less stratified than on the continent.

Primogeniture meant younger sons had to create careers in business: active economic culture.

Enlightenment:

Movement for reform in social relationships.

Discussion of the concept of equality.

Mary Wollstonecraft.

Participation by women; social role for women/salons.

Some freemason lodges accepted women.

Marriage and family life (Kagan):

Relatively late marriage, women over 23, often already pregnant at marriage.

Man often pressured by family or community to marry pregnant woman.

Premarital sex common, rare illegitimate births; unmarried living together common practice.

Family economies.

Women working for pay (perhaps as primary wage earner) may have lessened domestic subordination.

Wives often ran business, sold husband's wares if a craftsman.

Widows might remarry to restore labor and skills of male.

Reconstituted second family groups.

Weakened family ties due to long work hours and separation (Hunt, others).

Rise in material standard of living (Kagan):

Economic change in created institutionalization of the concepts of style and fashion, which required new products, initiated consumerism.

Magazines made even lower-class people aware of style.

Middle-class women became indicators of social status:

Same duties as upper-class women for organizing, patronizing, etc., but middle-class women isolated from business and politics.

Victorian standards supported by popular press, novels, sermons:

- Ideal image of femininity appeared to be "an idle and pallid creature, encased in corset or bustle, who tendency to faint was a sign of delicacy."
- Reflected values more than reality. Image of idle woman as proof of consumption, status.
- Responsible for maintaining an atmosphere in the home of moral virtue.
- Role of devoted mother.