

EUROPEAN HISTORY

SECTION I, Part B

Time—40 minutes

Directions: Answer Question 1 **and** Question 2. Answer **either** Question 3 **or** Question 4.

Write your responses in the Section I, Part B: Short-Answer Response booklet. You must write your response to each question on the lined page designated for that response. Each response is expected to fit within the space provided.

In your responses, be sure to address all parts of the questions you answer. Use complete sentences; an outline or bulleted list alone is not acceptable. You may plan your answers in this exam booklet, but no credit will be given for notes written in this booklet.

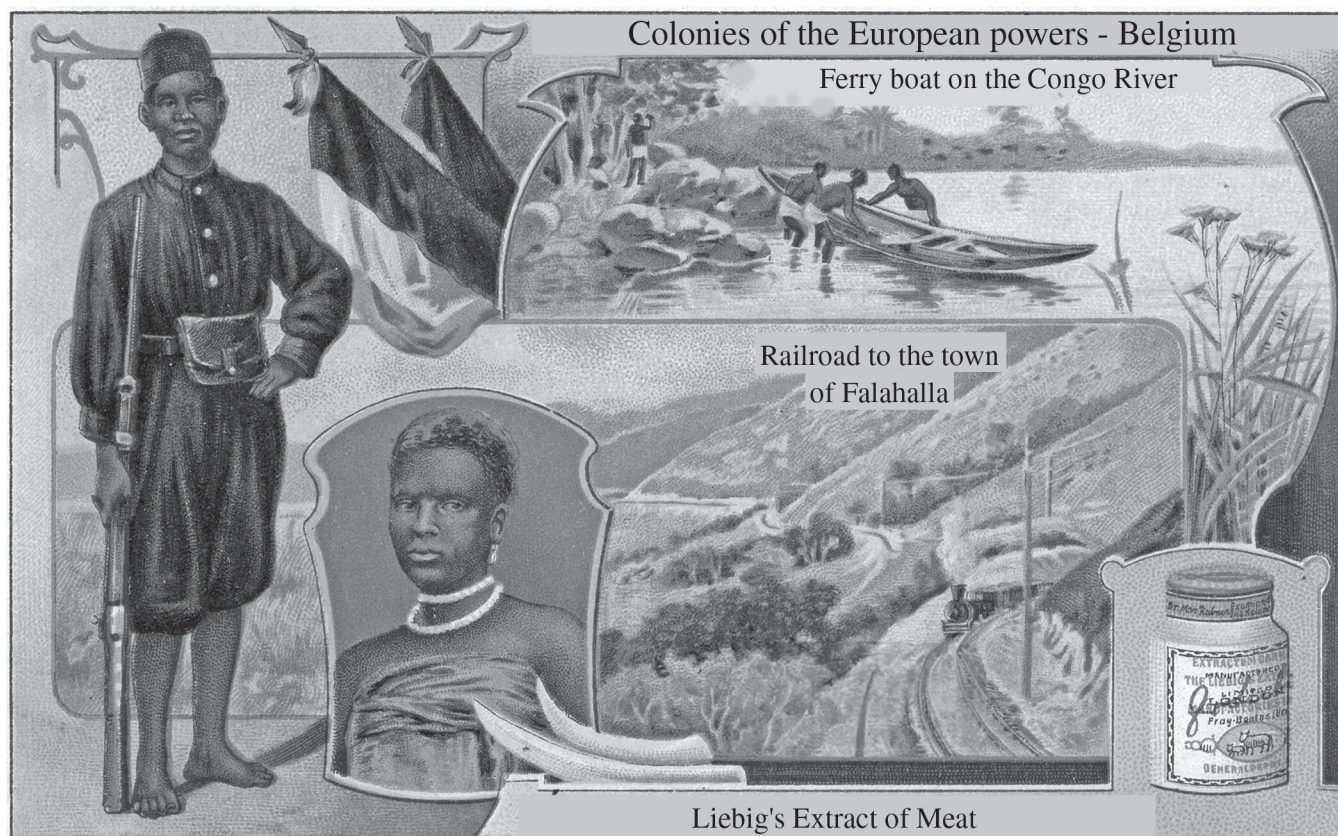
“The republican ideal of virtue was based on a notion of fraternity between men in which women were relegated to the realm of domesticity. Public virtue required virility, which required in turn the violent rejection of aristocratic degeneracy and any intrusion of the feminine into the public. . . . Through their rejection of [Marie Antoinette] and what she stood for, Republican men could reinforce their bonds to one another. . . .

[Marie Antoinette] was perhaps also an object lesson for other women who might wish to exercise through popular sovereignty the kind of rule that the Queen had exercised through Royal prerogative. The Republican brothers who had overthrown the King and taken upon themselves his mantle did not want their sisters to follow their lead.”

Lynn Hunt, American historian, article published in 1991

1. Using the excerpt, respond to **parts a, b, and c**.
 - a. Describe an argument the author makes in the excerpt about the French Revolution.
 - b. Describe a development prior to the French Revolution that influenced the views on the role of women described in the excerpt.
 - c. Describe a development of the late 1900s that may have influenced the author’s perspective.

Collectible Card Advertising a Meat Product Produced by the Liebig Company, c. 1910



Lebrecht History/Bridgeman Images

The card is part of a series that illustrated the colonial empires of European powers. This particular card depicts the Belgian Congo in Africa. The original card was written in the French language.

2. Using the image, respond to **parts a, b, and c.**

- Describe one way in which the card reflects a European view of Africa.
- Explain how a broader economic development is reflected in the depiction of the Belgian Congo in the image.
- Explain how the type of colonial relationship portrayed in the image would change after the First World War.

Question 1: Short Answer Secondary Source**3 points****General Scoring Notes**

- Each point is earned independently.
- **Accuracy:** These scoring guidelines require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, responses 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 responses 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.
- **Describe:** Provide the relevant characteristics of a specified topic. Description requires more than simply mentioning an isolated term.
- **Explain:** Provide information about how or why a historical development or process occurs or how or why a relationship exists.

[a] Describe an argument the author makes in the passage about the French Revolution. **1 point**

Examples that earn this point include the following:

- The French Revolution largely excluded women as it developed, particularly in its more radical phases.
- The French Revolution emphasized masculinity and bonds between men.
- Marie Antoinette became a stand-in for arguments for the exclusion of women from public life.
- Marie Antoinette served as a lesson for women who sought political power.
- French Revolutionary leaders reinforced notions of masculinity and virility.

[b] Describe a development prior to the French Revolution that influenced the view of women described in the passage. **1 point**

Examples that earn this point include the following:

- The arguments made by Rousseau, and others, for the exclusion of women from politics were similar to the attacks on Marie Antoinette.
- The Renaissance emphasized that the concept of civic humanism applied only to men and denied a public sphere for women either in politics or the arts.
- The Scientific Revolution asserted that differences in male and female physiology indicated that women had reduced intellectual abilities in comparison to men.
- Religious values [Catholicism, Protestantism] reinforced traditional values about the proper social roles for men and women.
- Suspicion about the involvement of women in the practice of witchcraft led men to question the ability of women to perform effectively in positions of authority.

- Enlightenment writings and the role of salons encouraging women to be active in exercising popular sovereignty.
- Enlightenment print culture was mostly created by men and mostly read by men.

[c]	Describe development in the late 1900s that may have influenced the author's perspective	1 point
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Examples that earn this point include the following:

- Women increasingly took high political office in Europe, such as Margaret Thatcher in Britain.
- Feminism challenged accepted ideas of women's role in the home and in public life.
- Economic changes affected women's roles in the workforce and in family life.
- Social changes such as the introduction of birth control offered women greater control over their bodies and greater access into the professional world.
- Gains in the early twentieth century such as suffrage paved the way for women to seek political office after the Second World War.
- Movements for civil rights and gay rights of the late twentieth century influenced feminist movements that challenged discrimination on the basis of gender.

	Total for question 1 3 points
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