

## **2016 AP® EUROPEAN HISTORY FREE-RESPONSE QUESTIONS**

### **Question 2 or Question 3**

**Suggested writing time: 35 minutes**

**Directions:** Choose EITHER question 2 or question 3.

In your response you should do the following.

- **Thesis:** Present a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.
  - **Application of Historical Thinking Skills:** Develop and support an argument that applies historical thinking skills as directed by the question.
  - **Supporting the Argument with Evidence:** Utilize specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument.
  - **Synthesis:** Extend the argument by explaining the connections between the argument and ONE of the following.
    - A development in a different historical period, situation, era, or geographical area.
    - A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history).
    - A different discipline or field of inquiry (such as economics, government and politics, art history, or anthropology).
2. Describe and explain significant continuities and changes in attitudes toward and the experiences of European women from the Reformation through the Enlightenment. (*Historical thinking skill: Continuity and Change*)
3. Describe and explain significant continuities and changes in attitudes toward and the experiences of European women from the First World War through the Cold War. (*Historical thinking skill: Continuity and Change*)

WHEN YOU FINISH WRITING, CHECK YOUR WORK ON SECTION II IF TIME PERMITS.

**STOP**

**END OF EXAM**

# **AP® EUROPEAN HISTORY 2016 SCORING GUIDELINES**

## **Question 3 — Long Essay Question**

“Describe and explain significant continuities and changes in attitudes toward and the experiences of European women from the First World War through the Cold War.”

Maximum Possible Points: 6

Please note:

- Each point of the rubric is earned independently, e.g., a student could earn the point for synthesis without earning the point for thesis.
- Unique evidence from the student response is required to earn each point, e.g., evidence in the student response that qualifies for either of the targeted skill points could not be used to earn the point for thesis.

### **A. Thesis (1 point)**

#### **Targeted Skill: Argumentation (E1)**

**1 point** Presents a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.

**0 points** Does not present a thesis that makes a historically defensible claim and responds to all parts of the question.

— Is completely blank.

### **B. Argument Development: Using the Targeted Historical Thinking Skill (2 points)**

#### **Targeted Skill: Argumentation (E2 and E3) and Continuity and Change (D3 and D4)**

#### **Continuity and Change Over Time**

**1 point** Describes historical continuity AND change over time.

**1 point** Explains the reasons for historical continuity AND change over time.

**0 points** Does not describe historical continuity AND change over time.

— Is completely blank.

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## Question 3 — Long Essay Question (continued)

### C. Argument Development: Using Evidence (2 points)

**Targeted Skill: Argumentation (E2 and E3)**

**1 point** Addresses the topic of the question with specific examples of relevant evidence.

**1 point** Utilizes specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument.

**0 points** Does not address the topic of the question with specific examples of relevant evidence.

— Is completely blank.

*Scoring Note:* To fully and effectively substantiate the stated thesis or a relevant argument, responses must include a broad range of evidence that, through analysis and explanation, justifies the stated thesis or a relevant argument.

### D. Synthesis (1 point)

**Targeted Skill: Synthesis (C4, C5, or C6)**

**1 point** Extends the argument by explaining the connections between the argument and ONE of the following:

- a) A development in a different historical period, situation, era, or geographical area.
- b) A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history).
- c) A different discipline or field of inquiry.

**0 points** Does not extend the argument by explaining the connections between the argument and the other areas listed.

— Is completely blank

*Scoring Note:* The synthesis point requires an explanation of the connections to different historical period, situation, era, or geographical area, and is **not** awarded for merely a phrase or reference.

**On Accuracy:** The components of this rubric each require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, the essay may contain errors that do not detract from the overall quality, as long as the historical content used to advance the argument is accurate.

**On Clarity:** These 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 and skills described above.

# **AP® EUROPEAN HISTORY 2016 SCORING GUIDELINES**

## **Question 3 — Long Essay Question (continued)**

### **Scoring Notes**

#### **A. Thesis (1 point)**

Responses earn one point by presenting a thesis that makes a historically defensible claim that responds to all parts of the question (1 point). While the thesis does not need to be a single sentence, it does need to be located in one place, either the introduction or the conclusion. It cannot be split between the two.

An acceptable thesis would address **both** continuities and changes in the experiences of and attitudes toward European women while making a historically defensible statement. In their thesis statements, students may conflate women's experiences and attitudes towards women. Thesis statements may emphasize change over continuity, but a minimally acceptable thesis must reference both.

#### **Examples of acceptable theses:**

- “Within the span of a century, women are able to go from being viewed as inferior to having suffrage and being able to have power in some instances. Though not entirely equal due to residual discrimination, women establish their places in society.” (in conclusion)
- “In the period between World War One and the Cold War, women have gained suffrage and new job opportunities in many countries, however, the significant wars and events between these periods have still not allowed women to receive equal pay as men or to have all the same opportunities as their male counterparts.” (in conclusion)
- “The attitudes towards and experiences of women from the First World War to the Cold War changed at women gaining voting rights and the greater opportunity outside the home but stayed the same as they were still seen as inferior and in charge of the domestic sphere.”
- “Throughout history, there have been changing roles for women as well as different attitudes towards them. From World War I to the Cold War, attitudes towards women stayed the same as they were still seen as subordinate to men, but changed in that they gained more rights and opportunities.”
- “The role of women in Europe has changed many times throughout its history. Above all, the trend follows an up-down pattern with general improvement and then repression but the prominence of women in society and their ability to control their own situation, the degree of demand for women in the workforce and the degree of their participation in politics are the primary factors in attitudes toward and experiences of women.” (mostly change with minimally implied continuity)

#### **Unacceptable examples of theses:**

- “The time period from WWI to the Cold War signified a shift from European women in the ‘cult of domesticity’ to the creation of occupational and educational opportunities during and prior to the periods of ‘total war.’” (only change, no continuity)
- “Women prior to the first World War had very little power, but as the war moved on, and the world ended with the Cold War, women had gained enough rights to put themselves in the same social standing as men.” (only change, no continuity).
- “From the beginning of time, women for some reason have always been treated as inferiors to men. They were not allowed to have jobs, vote, or allowed to do many other things in society. In the 20<sup>th</sup> century, things began to change for women. Attitudes towards women changed from WWI to the Cold War because of situations during the period and their extreme efforts to change men’s views on them.” (only change, elaborate restating of prompt).

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## **Question 3 — Long Essay Question (continued)**

### **B. Argument Development: Using The Targeted Historical Thinking Skill (2 points)**

#### **a) Argument Development — Describes**

Responses earn one point by describing the continuities and changes in the experiences of and attitudes toward European women from the First World War through the Cold War (1 point). This point is a descriptive task. To earn this point, responses must provide at least one change **AND** at least one continuity.

#### **Examples of acceptable descriptions of continuity and change:**

- “As a result of WWI, many of the men in Europe had gone to fight in the Great War to defend their homelands, thus causing women to fill their jobs left behind. Jobs like building weapons, making military uniforms, and taking care of business left behind by men. When World War I ended, the men came back and took back spots on jobs, taking them back from the women. However many men had died in the war, leaving the women with some of the jobs.”
- “Many women at the beginning of the Cold War period were still a part of the work force but many were forced back into the domestic sphere. The attitude had shifted back into a male dominated society. It slowly began shifting back into feminist ideology at the end of the Cold War.”
- “Though women were beginning to work outside the home and get an education, they were also still expected to be in charge of the children and keeping the house clean.”

#### **Examples of unacceptable descriptions of continuity and change:**

- “Women were treated better in Europe during WWI because women were needed to fill in jobs while the men were fighting in WWI as well as in WWII. They helped the European countries out a lot economically, since there were many unfilled jobs.” (describes only change)
- “As technology and medicine developed, birth control pills were developed. This helped women with husbands control when to have birth and helped them be able to work in the workforce instead of staying at home to take care of kids.” (describes only change)

We have not seen examples that address **only** continuity.

#### **b) Argument Development — Explains**

Responses can earn the point here by **explaining** continuities and changes in the experiences of and attitudes towards European women (1 point). To earn this point, responses must move beyond mere description and **must** show why at least one continuity **AND** one change occurred. It is possible for a student to earn this second point of 3B without earning the (descriptive) first part.

#### **Examples of acceptable explanations of reasons for continuities and changes:**

- “In the first World War, as more and more men were sent off to die in trenches, most European countries ran out of male labor sources and began to draw women into blue collar work. Prior to this, they had only held ‘pink collar’ jobs, such as teachers, nurses, and telephone/telegraph operators. While this experience in the workforce (where they earned and often still earned less than men), did lead to an empowered feminist movement, resulting in female suffrage in several European countries, the vast majority of women returned to ‘domestic life’ and remained second class citizens.”

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### **Question 3 — Long Essay Question (continued)**

- “As higher secondary education became more available, many women embraced the opportunity and learned new skills which was put into the workforce. Professions such as nursing became increasingly women dominant and fewer women stayed in the domestic sphere. All views of women were not changed, though, and women were expected to still be in charge of the domestic sphere as well as work outside the home and still did not have the same opportunities as men.”
- “From World War I to the Cold War, many things changed for women. Before and during WWI, they had limited opportunities to get a job. They did not have equal rights to men and could not vote. There was a women’s suffrage movement, but it did not gain rights for women until after WWII. In the early 1900s, there were very few professions seen as acceptable for women. They were expected to get married, stay home, and take care of the kids while the husband earns money. The wife was expected to cook, clean the house, and make the husband comfortable when he got home. However, during WWI, there was a growing need for women. They were needed to make supplies for the soldiers and be nurses. Their role in the war led them to receive voting rights shortly after WWI. After this, women were seen as more equal to men.”

#### **Examples of unacceptable explanation of reasons for continuities and changes:**

- “Women also used this time to attempt to gain rights for themselves. This started many feminist movements across Europe. The wars gave women the ability to unite and fight for rights that were restricted from them.” (only change, provides no explanation)
- “Now we’re in the time between WWI and the Cold War. At this time, women are still taking over while the men are gone in order to maintain a living for their families. Then, WWII came to an end, and the men came back, and they demanded their jobs back, but the women didn’t budge.” (historically-inaccurate attempt at explanation)
- “At first, the women were just happy that their husbands, brothers, or whoever fought, came back. But as time went on, their kids starting going to school, and there is only so much time you can spend cleaning, so women got bored. They had nothing to do all day while their kids were learning and their husbands were working.” (confuses causality over different time periods)

#### **C. Argument Development: Using Evidence (2 Points)**

##### **a) Using Evidence — Examples**

Responses can earn one point by *addressing* the topic of the question by referring to specific examples or relevant evidence (1 point). Essays can earn this point without having a stated thesis or a relevant argument. To earn this point essays must provide two or more specifically European examples. Examples can be related to either change **OR** continuity and need not be related to both to earn this point.

#### **Examples of specific evidence that could be used to address the topic of the question:**

- Suffrage
- Birth control/abortion
- Women in military: nursing, combat
- Divorce
- Margaret Thatcher
- Simone de Beauvoir

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## Question 3 — Long Essay Question (continued)

- Employment opportunities/inequality/wage inequality/"glass ceiling"
- Education
- Property rights
- Feminism (Second and Third Wave)
- State policies toward women (fascist, Nazi, Soviet)
- Unrest and student revolts of 1968

Note: references to earlier developments, especially as they relate to suffrage (Finland, Pankhurst, Wollstonecraft) are acceptable if they are related to developments within the time period specified in the question.

### **Examples of unsuccessfully using evidence to address the topic of the question:**

- "Even with the right to vote, [women] could not hold office." (factually incorrect)
- "Some women, such as the elected prime minister of Britain, Margaret Thatcher, even gained high political positions during the WW2 period." (chronologically incorrect)
- "Towards the beginning of WW2, women received more job positions due to reforms and not wanting more fighting. Not only that, but they were also paid the correct equal amount as men." (factually incorrect)
- "After the wars, women began to realize that they had way less rights than men. Betty Freidan restarted this movement again, but under a different name. Her women's liberation movement followed the questions she asked in her book The Feminine Mystique." (American example but, in context, not connected to European developments)

### **b) Using Evidence — Effective Substantiation**

Responses earn a separate point by utilizing specific examples of evidence *to fully and effectively substantiate a thesis or relevant argument* addressing continuities and changes in attitudes toward and the experiences of European women from the First World War through the Cold War (1 point). Fully and effectively substantiating the thesis goes beyond merely providing two or more examples, which may address only continuity or change. This point is earned by clearly and consistently linking significant evidence to the argument and showing how the evidence demonstrates continuities and changes in attitudes toward and the experiences of European women.

### **Examples of evidence that could be utilized to substantiate an argument:**

- "People's views of women as far as being mothers and wives continued throughout the period between World War One and the Cold War. In Germany for example, Aryan women were encouraged to stay at home and be mothers to little blond-haired, blue-eyed kids during WWII."
- "Women began to become more aware of and fight for their rights, changing their experiences during this time. In Russia, however, the complete opposite happened. Lenin originally made many women's parties to encourage education for women and loyalty to the state. However, Stalin revoked these policies and forced women into the domestic sphere, demonstrating the decrease instead of increase in women's rights."
- "As the war persisted, women were expected to join the workforce during the time of total war to help in factories and other industries. After the war, women were expected to go back to their domestic jobs and give up their high-income jobs to men. In order to reward the women for their dedication during war, counties like Britain gave women over the age of 30 the right to vote in 1918."

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## **Question 3 — Long Essay Question (continued)**

### **Examples of unsuccessfully attempting to substantiate an argument with evidence:**

- “England under Margaret Thatcher gave women the right to divorce and more civil liberties like owning properties. These ideas spread throughout Europe and even rock music, a new genre popular in the 50s, spread ideas of gender equality.” (indefensible claim; cannot count as evidence)
- “During Cold wartimes, women had realized their need to push for rights that had so long been ignored. Many Western women’s rights activists (feminists, as some would later be called, from the French word), based arguments on the suffering of women, especially in the Soviet Bloc (sphere of influence).” (conflates causality)

### **D. Synthesis (1 point)**

Essays earn a point for synthesis by extending an argument in one of three possible ways, as described below (1 point). Synthesis does not necessarily have to appear at the end of the essay; it can appear anywhere in the body. Regardless of the particular type, the response must consist of more than a brief phrase or reference (“This is like …” without explanation does not suffice).

- a) Responses can extend an argument by explaining its connections to a development in a different historical period, situation, era, or geographical area (Synthesis proficiency C4). This may be the most commonly-used synthesis for this particular essay.

### **Examples of synthesis by connecting the argument to a development in a different historical period, situation, era, or geographical area (C4):**

- Furthering the argument that female candidates seeking public office such as Margaret Thatcher had to act masculine in order to confront widespread discrimination against women, the response reads: “A situation similar to this is how Queen Elizabeth the First of England was forced to act strong, powerful, and independent in the face of her enemies and her friends in order to win over the English people and garner their loyalty. Because of discrimination, a Queen Elizabeth I that represented feminine qualities would never win over the English people.”
- “The development of [women’s] rights is similar to the African [Americans] and their struggle for equality. Despite stubborn religious beliefs and misunderstood science that categorized them as inferior, just like the former slaves, women believed in basic human equality that did not hail the white men as superior. And through the horrendous impact of the war opened the eyes of man and made him see society in a new light. Such development continues to the modern day, with the most powerful person in Germany, a woman, Angela Merkel, and a rising member of the extreme right in France, Marine Le Pen, to have power traditionally granted to men.”
- “The changes in attitude towards women during the twentieth century is similar to the changes witnessed during the Reformation and Enlightenment. Similarly, during that time period, women gained a lot of respect as Enlightenment thinkers such as Mary Wollstonecraft argued for equal opportunities for women through education. This was vastly different from the Reformation attitudes that looked down on women, as could be seen in the witchcraft craze that targeted women and burned them at the stake.”

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## **Question 3 — Long Essay Question (continued)**

### **Examples that did not accurately connect the argument to a development in a different historical period, situation, era, or geographical area (C4):**

- In support of the argument that, despite gaining the right to vote, “women are still thought to be inferior”: “Something similar to this is when men were judged on land. Men without land were thought to be inferior. They later gained more rights like the right to vote. Men with land were thought to be better and more employed.” (vague and unsupported reference)
  - “In years before, women were frowned upon if they were caught doing something else that was not in their status. For example, during the Middle Ages, women were placed in brothels because they were seen as toys by society. Fortunately, the brothels were demolished later on, but it did not take away the humiliation that women took, because if they didn’t, society would shun them out.” (factually incorrect)
- b) Responses can extend an argument by connecting it to a course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history) (Synthesis proficiency C5).

### **Example of synthesis by connecting the argument to a different course theme or approach to history (C5):**

- “After the war ended, women kept this ability to work as a forced right. This led to a massive increase in the supply of labor which in turn allowed for more economic growth and development as when the supply of labor goes up, the wages go down.” (Note: this was at the end of a paragraph in the middle of the essay.)

### **Example that did not accurately connect the argument to a different course theme or approach to history (C5):**

- As part of an argument that Western European feminism originated in response to women’s rights obtained in Russia during the First World War: “Communism, by abolishing social and economic classes, changed the lives of women. Now women were no longer bourgeois, but proletariat in the Soviet Union and later Eastern Europe.” (unsuccessful attempt to use Marxist-Leninist approach)
- c) Responses can extend an argument by connecting it to a different discipline or field of inquiry (Synthesis proficiency C6).

### **Example of synthesis by connecting the argument to a different discipline or field of inquiry (C6):**

- “The changes and continuities of women’s experiences can also be seen in art from the twentieth century. Although Rosie the Riveter encouraged women to work, later newspaper ads and commercials sold items that would allow women to become good housewives. However, after women fought for their rights, commercials stopped focusing on women being good housewives and encouraged their education and jobs. Andy Warhol’s Marilyn Monroe shows a female actress smoking, which goes against traditional housewife ideas.” (American visual culture and art history)

### **Example that did not accurately connect the argument to a different course theme or approach to history (C6):**

- “The development of the birth control pill upended the natural order that had been around since the times of cavemen.” (unsupported biological claim)