

2014 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 the differences in the approaches to church-state relations advocated by various Protestant groups in the 1500s.
 3. Analyze the similarities in the methods that various absolute monarchs used in the 1600s and 1700s to consolidate and increase their power.
 4. Analyze the differences in the ideas held by various Enlightenment figures concerning the roles of women in European society.

2014 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 major factors that caused people to move from the countryside to cities in Europe during the 1800s.
6. Analyze how warfare and the rise of totalitarian regimes affected the development of the arts in Europe during the first half of the 1900s.
7. Analyze major factors that affected the changing balance of power among European states in the period 1848–1914.

STOP

END OF EXAM

AP[®] EUROPEAN HISTORY

2014 SCORING GUIDELINES

Question 4

Analyze the differences in the ideas held by various Enlightenment figures concerning the roles of women in European society.

9–8 Points

- Thesis is explicit, fully responsive to the question, and clearly addresses at least two distinct ideas.
- Organization is clear, consistently followed, and effective in support of the argument.
- Essay is well balanced; all major topics suggested by the prompt are all covered at some length.
- All major assertions about differences in the essay are supported by **multiple** pieces of relevant evidence that relate specifically to women's roles.
- May contain errors that do not detract from the argument.

7–6 Points

- Thesis is explicit and responsive to the question and clearly addresses at least two distinct ideas.
- Organization is clear, effective in support of the argument, but may not be consistently followed.
- Essay is balanced; all major topics suggested by the prompt are covered at least briefly.
- All major assertions about differences in the essay are supported by **at least two** pieces of relevant evidence that relate specifically to women's roles.
- May contain an error that detracts from the argument.

5–4 Points

- Thesis is explicit and sufficiently addresses distinct ideas on women's roles but may use nonspecific language in responding to the question.
- Organization is clear and effective in support of the argument, but it is not consistently followed.
- Essay shows some imbalance; one idea may be more fully developed than the other.
- Most of the major assertions about differences in the essay are supported by **at least one** piece of relevant evidence that relate generally to women's roles.
- May contain a few errors that detract from the argument.

3–2 Points

- No explicit thesis or a thesis that merely repeats or paraphrases the prompt, may address only one idea.
- Organization is unclear and ineffective.
- Essay shows serious imbalance; most major topics suggested by the prompt are neglected.
- Only one or two major assertions about differences are supported by **at least one** piece of relevant evidence that may relate to women's roles.
- May contain several errors that detract from the argument.

1–0 Points

- No discernible attempt at a thesis, addresses only one idea, or none.
- No discernible organization.
- Only one or none of the major topics suggested by the prompt are mentioned.
- Little or no supporting evidence is used to demonstrate different ideas of women's roles or to name one Enlightenment figure with no specific details or ideas relating to women's roles.
- May contain numerous errors that detract from the argument.

AP[®] EUROPEAN HISTORY

2014 SCORING GUIDELINES

Question 4 (continued)

Historical Background

The question asks for an essay about the differences of more than one idea held by Enlightenment figures about the roles of women in European society. The task requires knowledge of figures from the European Enlightenment and the ability to articulate those figures' different ideas of women's roles. An essay may assert that the legacy of the Enlightenment is ambivalent in that:

- a) many (or most) Enlightenment figures argued that the principles of liberty, equality, and emphasis on reason should be extended to women, and that women ought to have greater access to education, intellectual life, and perhaps even a degree of political equality with men
- b) on the other hand, other Enlightenment figures offered new arguments for the exclusion of women from the public sphere, based on emerging bourgeois ideas of domesticity or "natural" differences between the sexes.

Generally accepted dates for the period of the Age of the Enlightenment, an international and cosmopolitan intellectual and cultural movement with regional and national particularities, range from the late 17th (1690) through the 18th century (1789), although some textbooks (e.g., Hunt's *Making of the West*) examine the period from 1750–1789. With a singularly secular focus, a large number of figures wrote on reforming governments, and especially the individual's liberties under those governments, in publications addressed to "the publick." Gender is but one of the many topics considered by Enlightenment figures; specifically, writings on traditional gender roles considered not only political and civil rights, but also education, vocation, literature, the arts, mathematics, physics, and so on. Gender is, however, a topic unevenly attended by Enlightenment figures — not all considered gender specifically in their writings, but may have offered passing commentary about the nature of women. Women also authored some of the Enlightenment canon in a variety of fields.

Those who wrote specifically on the nature of women or on women's roles tended to reinforce traditional ideas based on "natural" (biological) differences or criticized as inferior those writers who advocated the inclusion of women in intellectual and other academic affairs. Such figures maintained various views, which ranged from allowing and encouraging women and young girls to pursue an education, to promoting equality of the sexes in economic and political life, to pointing out the contradictions of writers who advocated for being freed from arbitrary or absolute governments while maintaining a similar kind of control over women.

Relevant Historical Figures

The following alphabetical list of some prominent Enlightenment figures offers a quick reference of points of view concerning the roles of women in European society. An asterisk (*) denotes an Enlightenment figure who did not explicitly write or speak on the roles of women, but whose views can be broadly interpreted to fall into a certain category. Placement into a category is based on a preponderance of writings from a figure; an essay could successfully argue for a figure's placement in a different category by using specific evidence.

AP[®] EUROPEAN HISTORY 2014 SCORING GUIDELINES

Question 4 (continued)

<u>Inclusive view/Progressive ideas</u>	<u>Mixed view/Limited support</u>	<u>Exclusive view/Separate spheres</u>
d'Alembert, Jean-Baptiste le Rond	Beccaria, Cesare	d'Holbach (Paul-Henri Thiery)
Astell, Mary	Diderot, Denis	Jefferson, Thomas
Catherine the Great*	<i>Encyclopédie</i>	Kant, Immanuel
Cavendish, Lady Margaret	<i>Hobbes, Thomas</i>	Napoleon, Bonaparte
Châtelet, Emilie	<i>Hume, David*</i>	Rousseau, Jean-Jacques
Christina, Queen of Sweden	<i>Locke, John</i>	
Coffeehouses/Debate Societies	<i>Voltaire</i>	
<ul style="list-style-type: none"> ▪ Adkins, Elizabeth/Moll King ▪ Carlisle House ▪ Female Congress ▪ Female Parliament ▪ La Belle Assemblée 		
Condorcet, Nicolas		
Czartoryska, Zofia		
De Gouges, Olympe		
Franklin, Benjamin		
Herder, Johann Gottfried*		
Kauffman, Angelica		
Macaulay, Catharine		
Maria Theresa*		
Montagu, Lady Mary Wortley		
Montesquieu, Baron de		
Salon/Salonnieres		
<ul style="list-style-type: none"> ▪ Beaumer, Mme. ▪ Gacon-Dufour, Mme. ▪ Geoffrin, Marie-Therese ▪ Herz, Henriette ▪ Lespinasse, Jeanne-Julie ▪ <i>Le Journal des Dames</i> ▪ Maine, Duchesse ▪ Maintenon, Mme. ▪ Necker, Suzanne ▪ Poisson, Jeanne-Antionette ▪ Pompadour, Mme. ▪ Puisseux, Mme. ▪ Rambouillet, Catherine ▪ Récamier, Jeanne-Françoise ▪ Sevigne, Mme. 		
de Staël, Germaine		
Smith, Adam*		
Smith, Charlotte Turner		
Wollstonecraft, Mary		