

2013 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 factors that led to the expansion of women's participation in the paid workforce in Europe over the course of the twentieth century.
 6. Analyze the factors that led to the expansion of the welfare state in Western Europe in the mid-twentieth century.
 7. Analyze the factors that led to the rise of right-wing authoritarian regimes in continental Europe in the interwar period (1919 to 1939).

STOP

END OF EXAM

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Question 5

Analyze the factors that led to the expansion of women's participation in the paid workforce in Europe over the course of the 20th century.

9-8 Points

- Thesis is explicit and fully responsive to the question, explicitly linking factors to paid workforce outcomes for women over the “course of the 20th century.”
- Organization is clear, consistently followed, and effective in support of the argument, focused on factors that affected participation in the paid workforce, not merely events that affected women.
- Essay is well balanced. The essay task is plural (factors) and requires balanced coverage that spans the century.
- All major assertions in the essay are supported by multiple pieces of specific evidence that link factor and outcome.
- May contain errors that do not detract from the argument.

7-6 Points

- Thesis explicitly links factors to paid workforce outcomes for women and is responsive to the “course of the 20th century.”
- Organization is clear and effective in linking factors to participation in the workforce but not consistently followed.
- Essay is balanced; the essay tasks (factors) cover the entire century, but there may be less coverage of early or late century or conflation or generalization of events and outcomes.
- All major assertions in the essay are supported by specific evidence, and assertions attempt to link factor and outcome.
- May contain an error that detracts from the argument.

5-4 Points

- Thesis is explicit but not fully responsive; there may be little distinction between factors and actual outcomes, or thesis may not respond to the course of the century or rely on out-of- period evidence.
- Organization is clear and effective in support of the argument but not consistently followed. Essay may generalize or err in linking some developments and outcomes.
- Essay may show imbalance; some major topics suggested by the prompt may be neglected or links between factors and outcomes may be insufficient.
- Most of the major assertions in the essay are supported by relevant evidence.
- May contain a few errors that detract from the argument.

3-2 Points

- Thesis is not explicit or incomplete, or the thesis merely repeats or paraphrases the prompt.
- Organization is unclear and ineffective in treatment of factors or outcomes.
- Essay shows serious imbalance, some major topics (factors, outcomes, post-World War II era) are neglected or are addressed superficially.
- Major assertions are insufficiently supported by relevant evidence.
- May contain several errors that detract from the argument.

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Question 5 (continued)

1-0 Points

- No discernible thesis.
- No effective organization.
- One or none of the major topics suggested by the prompt is mentioned.
- Little or no supporting evidence used.

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Question 5 (continued)

Historical Background

- **Analysis is demonstrated through causal links between factors and outcomes.**

The prompt asks the student to “analyze the factors,” in other words to link causal factors between various events, processes, and changes and the increasing participation of women in the paid workforce. Essays might describe details of the increase in women’s paid work outside the home, but they should primarily address the causes for that change.

- **The prompt is intentionally broad in scope, especially in its chronology; therefore examples are plentiful and can be drawn from throughout the century.**

The chronological and geographic scope are deliberately broad to afford students maximal opportunities for illustrative examples, but even high-level responses should not be required to cover every country or economic change. The prompt wording “the course of the 20th century” reasonably suggests an approach using chronological organization, which may include early century status quo, WWI expansion, WWII expansion and post-WWII economic, social, and cultural causes for expansion.

- **Some 19th century developments such as industrialization and urbanization continue into the time period and may be linked to 20th century outcomes to women’s participation in the paid workforce.**
- **Appropriate factors most often cited in textbooks include**

Industrialization

- Various phases.
- National circumstances: western European, fascist states, communist states.

Urbanization

- Greater opportunity for employment in cities.
- Higher cost of living influences female employment.

Technological changes

- Strength decreased as a factor for employment.
- Labor-saving devices.
- Jobs “suitable” for women from new technology: telephone, telegraph, office work.

Economic changes

- Increasing consumerism/materialism.
- Increase in service jobs created opportunities.
- Declining income from agriculture.
- Wages for skilled work.
- Consumerism necessitated additional income and created service jobs in department stores.
- Consumerism: materialism created demand for “things.”
- Craftsmen continued to work at home; wives and daughters went to the factories for work.
- Urban or rural piecework of low-cost consumer goods (toys, clothing) widely used throughout Europe, providing additional work and income.

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Question 5 (continued)

Ideological/cultural/social changes

- Taking on men's work during the wars lessened gender distinctions.
- Communist/ socialist rejection of bourgeois social organization encouraged women in the workforce.
- Acceptance of independent ("modern") women.
- Late century challenges to parental, marriage, and gender roles.
- "Modern woman:" acceptance of greater individual agency and choice.
- Examples of prominent, "self-made" women: Florence Nightingale, Marie Curie, Mary Cassatt, Edith Cavell, Simone de Beauvoir, Valentina Tereshkova, Margaret Thatcher.
- Cultural examples: *Doll's House*.
- Employer change of view towards women's abilities.
- Compulsory education factors:
 - end of child labor contribution to family income puts pressure on women to make up the difference
 - provided largely untapped pool of educated workers.

Political/ government policy changes

- Suffrage.
- Imperialism introduced new products and consumer desire.
- Education.
- War-time contributions acknowledged.
- Equality.
- Post-WWII social legislation eased working outside the home.
- Laws prohibiting child labor.
- State-supported child care and maternity leave.

Health and medical

- Birth control
- Abortion
- Fewer children
- Later pregnancies
- Greater longevity: need for income

▪ Chronology

1903 Emmeline Pankhurst founds Women's Social and Political Union.

1907 Maria Montessori opens Casa dei Bambini, a model for early childhood education outside the home.

WWI era trends: Jobs opened to women: war work, civil service; women who entered wartime workforce often left the workforce after the war; influence of propaganda.

1918 German women gain the vote.

Women over 30 are granted the right to vote in Britain.

1920s Aleksandra Kollontai, Commissar for Public Welfare in the Soviet Union, promotes birth control, education, and day care for working parents.

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Question 5 (continued)

1928 All British women gain the vote.

1925 Italian women gain the vote.

1925 Italian women resist government policies aimed at increasing birthrate, continue working outside the home.

WWII era trends: Millions of women join the paid (and unpaid) workforce (military and civilian); volunteerism; armed forces; influence of propaganda.

Post WWII era trends: Divorce laws eased; increased need for two incomes; more women stay in workforce after the war than was the case after World War I; expanded educational opportunities; “second wave feminism;” expansion of legal rights and career opportunities; EU gender equality policies.

1949 Simone de Beauvoir, *The Second Sex*.

1970s Birth control pill introduced in Europe.

1970s and beyond: Women elected as national leaders in several European states (e.g., Margaret Thatcher).