

2008 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. European women's lives changed in the course of the nineteenth century politically, economically, and socially. Identify and explain the reasons for those changes.
6. Analyze the major factors responsible for the rise of anti-Semitism in nineteenth-century Europe.
7. Analyze the ways in which the events of the French Revolutionary and Napoleonic period (1789–1815) led people to challenge Enlightenment views of society, politics, and human nature.

STOP

END OF EXAM

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Question 5

European women's lives changed in the course of the nineteenth century politically, economically, and socially. Identify and explain the reasons for those changes.

9–8 Points

- Thesis is explicit and articulates causes and/or changes.
- Organization is clear, consistently followed, and effective in support of the argument.
- Essay is reasonably well balanced and identifies and explains various (three) reasons for the changes in the lives of European women during the nineteenth century (reasons can be from the eighteenth or nineteenth century but must be explicitly linked to the changes).
- Some attempt is made to address the scope of the entire century.
- Each major topic (political, economic, and social) in the essay is supported by several specific pieces of relevant evidence (three topics; five to six specific pieces of evidence).
- May contain errors that do not detract from the argument.

7–6 Points

- Thesis is explicit and responsive to the question. Discusses causes or changes without development.
- Organization is clear and effective in support of the argument but not consistently followed.
- Essay is balanced and identifies and explains two or more reasons for the changes in the lives of European women during the nineteenth century. Links between reasons and change are clearly demonstrated.
- Each major topic (political, economic, and social) in the essay is supported by at least one specific piece of relevant evidence (three topics; three to four specific pieces of evidence).
- May contain minor errors that detract from the argument.

5–4 Points

- Thesis is explicit but not fully responsive to the question (may not clearly identify political, economic, and social topics).
- Organization is clear and effective in support of the argument but not consistently followed.
- Contains a limited discussion of at least two reasons or a thorough discussion of one reason.
- Must address at least two topics (political, economic, and/or social) and provide at least two specific pieces of evidence.
- Weaker essays may contain major errors.

3–2 Points

- No explicit thesis or a thesis that merely repeats/paraphrases the prompt.
- Organization is unclear and ineffective; does not support analysis.
- Essay shows serious imbalance; most major topics suggested by the prompt are neglected. May only address changes or reasons.
- Typically will address one topic (political, economic, or social) with a specific piece of evidence (one or two topics; one specific piece of evidence), OR may address three topics (political, economic, and social) with NO specifics.
- Essay may ramble and generically discuss women's lives; may contain limited explanations.
- Weaker essays may contain major errors that detract from the argument.

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Question 5 (continued)

1–0 Points

- No discernable attempt at a thesis.
- No discernable organization.
- One or none of the major topics (political, economic, and social) suggested by the prompt is mentioned.
- Addresses the question only in general terms not specifically relevant to the nineteenth century.
- Little or no correct supporting evidence or attempted explanations are provided.
- May contain numerous errors that detract from the argument.

Note

- The statement that women gained the right to vote is a major error unless it is supported with specific evidence (local or Scandinavian).
- Working in mines or factories, domestic service, and prostitution are considered general and not specific to the nineteenth century.
- “Women working outside the home” is not acceptable as a change.

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Question 5 Historical Background

The nineteenth century has frequently been viewed as a turning point in the lives of European women. However, this turning point has roots that lie in the distant past and the prior century. Events from the Age of Enlightenment through the period of the French Revolution of 1789 and even the Napoleonic era directly influenced the change in women's lives during the nineteenth century. Writers like Olympe de Gouges and Mary Wollstonecraft produced works that directly influenced how women were both regarded by others and thought of themselves far into the nineteenth century.

Nonetheless, the opening decades of the century found women's lives to be similar to what had been in place throughout much of the eighteenth century. However, the growth of the Industrial Revolution quickly began to change this. By the 1830s, women and children made up more than two-thirds of the labor force in the cotton industry (this number dropped only slightly, to approximately 50 percent, by 1870). As common laborers, they were mostly unskilled and were paid less than half of a man's wages for similar work. In Great Britain excessive working hours for women were outlawed in the mines and textile factories in 1844, and by 1867, they were outlawed in craft shops.

The employment of large numbers of women in factories did not produce a significant transformation in female working patterns, as was once assumed. Throughout the nineteenth century in France and Britain, traditional types of female labor were still the norm. In 1851, nearly 40 percent of the female workforce in Britain engaged in domestic service, while in France about 40 percent was involved in agriculture. British accounts indicate that only 20 percent of the female workforce was employed by factories, and in France the proportion employed in factories was only 10 percent. Most of these working women were single; few married women worked outside the home. The various Factory Acts passed in the middle of the century in Great Britain limited the hours of employment for children and women and began to break up the traditional work patterns. Men were regarded as the primary breadwinners, and women assumed daily control of the family and sought low-paying jobs, such as laundry, that could be done in the home. The growth of a middle class increased the need for a domestic service industry and made it possible for women to be employed during the day and return home to their families in the evening. The lowest class of unskilled female workers often lived on the edge of survival. Here women had to work to help support a family and were often employed at home doing piecework, or in the sweatshops of the urban garment-trade industry.

Throughout most of the century, marriage was viewed as the only occupation acceptable for most women. An increasing proportion of women chose or were compelled by circumstances to marry rather than remain single, and in many regions women tended to marry at younger ages than previously. Thus, births out of wedlock declined. The advent of vulcanized rubber in the late 1840s made possible both the condom and the diaphragm, which lowered the birth rate and gave some women greater control over their reproductive patterns.

The legal codes of most European countries in the early nineteenth century gave few rights to women; in particular, married women surrendered most of what rights they had as single women to their husbands. Early movements to grant rights to married women did not fare well. Divorce was not legalized in Britain until 1857, and married women were not granted the right to own property until 1870. France finally permitted a limited divorce law in 1884. Catholic countries like Spain and Italy did not grant any such rights in the nineteenth century.

New ideas regarding education made it possible for women to learn "domestic crafts," such as singing and piano playing, to educate the family and provide home entertainment.

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Question 5 Historical Background (continued)

Causes from the Eighteenth Century

NOTE: Causes from the eighteenth century must be clearly linked to the nineteenth century. Increased urbanization, the Industrial Revolution, and the Agricultural Revolution, as well as associated changes for women began before 1800, especially in Britain.

Enlightenment

- Salons give educated women a voice in cultural affairs.
- Emilie du Chatelet (female scientist and enlightened thinker).
- Mme du Pompadour, Mlle de Lespinasse, Mme d'Alembert ran salons.
- Mary Wollstonecraft.
- Olympe de Gouges.

French Revolutionary Rights

- Divorce and property rights taken away by Napoleonic Code; not fully restored until 1881.
- March to Versailles.
- Political clubs (Jacobin Society for Women) closed down during Reign of Terror.

Scientific Revolution

- Female scientists.