

## 2016 AP<sup>®</sup> 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**

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## Question 2 — Long Essay Question

“Describe and explain significant continuities and changes in attitudes toward and the experiences of European women from the Reformation through the Enlightenment.”

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.

### 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.

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### Question 2 — Long Essay Question (continued)

**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.*

### 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 discrete, meaning it cannot be pieced together from across multiple places within the essay. It can be located in either the introduction or the conclusion, but not 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. Students may conflate experiences and attitudes in their thesis statements.

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### Question 2 — Long Essay Question (continued)

#### Examples of acceptable theses:

- “From the 16<sup>th</sup> to the 18<sup>th</sup> century the women of European society experience some level of overall change in the role of females, although higher-class members felt these changes more than lower class members. And even with these new ideas, the patriarchy continued to suppress women and many governments would not grant civil rights for another few centuries. At the end of the Enlightenment was a new horizon for women in the next century many women would join the work force and take on a new, much bigger role in society with the start of the Industrial Revolution.”
- “Women’s lives have often been shaped by the politics of their time. Though women from the Reformation to the Enlightenment were in some cases given better access to education and allowed to influence political discussions, they were still considered inferior to men and confined to roles as wives and mothers.”
- “From the Reformation to the Enlightenment, women of Europe were looked upon as fragile, useless, and only good for a house wife. Over time these European women were able to receive some form of education and work, but their roles would always come up short or be postponed.”

#### Unacceptable examples of theses:

- The response only deals with change:
  - “The time periods from the Reformation to the Enlightenment experienced a shift in society’s views of women. From Luther’s views of women as homemakers to the philosophe’s views of women as equals, the mindset of society reflects a significant change. Women’s roles in society progressed remarkably ... by increasing literacy rates, job opportunities, and political opinion.”
- The response is vague, especially regarding change:
  - “Throughout time women have never been completely equal to men. The reformation through the Enlightenment is no different. Through this time, women were thought to be less of a human than men were. Between the time of reformation and Enlightenment the people continued to think of women as less important, but women started fighting back.”
- The response is essentially a restatement of the prompt:
  - “The role of women in the era between the Reformation [1517] and the Enlightenment changed gradually. While the attitude toward women has changed much has also stayed the same as activists, even today, try to reform the world view of women.”

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

#### a) Argument Development — Describes

Responses earn one point by describing both continuities and changes in the experiences of and attitudes toward European women from the Renaissance through the Reformation (1 point).

#### Example of acceptable description of continuity and change:

- “There are some aspects of European women’s lives that change, starting in the Reformation, which gave them more freedoms. With spread of the Protestant faiths, started by Martin Luther and John Calvin, women were able to practice the religion of their choosing. They were seen to be able to worship how they wanted, just like the men of the time. They were also allowed to divorce without consent of the husband, something they couldn’t do in the Renaissance period. Women were also able to limitally [*sic*] observe the occupations of their husbands. A painting during this time depicts a wife at a table with her husband counting money. Although she was not participating, she was expected and able to understand her husband’s profession. Mary Cavendish

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### Question 2 — Long Essay Question (continued)

was the first women to observe a scientific procedure on a dead man at the Royal society, during the Reformation. This would continue in many centuries opening doors for women.

There are some aspects of European women's lives that stayed the same, such as still limiting their political position. Although later pushed by Emily Pankhurst, women still into the Reformation and Enlightenment were not allowed to vote or hold any political or religious office. Furthermore, women were still primarily confined to work in the home. It was their said duty to adequately take care of the household."

#### Example of unacceptable descriptions of continuity and change:

- Responses might be vague, lacking meaningful description and support for the thesis or argument.
  - "Women are extremely capable smart human beings that for sadly many many years were only good for being a mother and a wife. During the Reformation feminists began to speak up. They began to speak their minds. Women were not able to vote, work, they were merely there to cook and clean.

During the reformation Martin Luther wrote about how Christian women should be. How they should act and what they should wear and how they should behave. Feminists were not fond of that. After all the things feminists had spoken up about and after women suffrage came the enlightenment.

The enlightenment was a better time for women. They still had little rights and were mistreated. But they were now able to work. Lots of women became teachers or helped with farms. People were beginning to become enlightened and things were shaping up for women."

#### b) Argument Development — Explains

Responses can earn the point here by explaining both continuities and changes in the experiences of and attitudes toward European women (1 point).

#### Example of acceptable explanation of reasons for continuities and changes:

- "In the Protestant Reformation, many things were changing. Nobles were turning to Protestantism and Luther shamelessly attacked indulgences. However, the only change of attitude regarding women went backwards. The Catholics believed that despite women still being inferior to men, women had the choice of being independent and serving as nuns. The Protestants, however, believed that women must stay at home and care for children as housewives. However, throughout the years [emerged] the Enlightenment, an era of reason and secularization. Women of high class were now increasingly exposed to education and (however unrelated to women's rights but rather seen as a 'tedious' job for upperclass women) their children were taken care of by maids as well. There was a change in attitude in that women didn't have to purely focus on housework and children if you were of [the] upper-class.

However, despite this small change in mindset, this did little to nothing to change the major attitude toward women. Even those of the Enlightenment such as Voltaire ... thought that women were still inferior. There were no major or minor events that truly changed the attitude towards women, from Luther to Voltaire. Even though upper class women were given education, this meant practically nothing considering the upper class consisted of barely 3% of the entire European population. All in all, the attitude believing women were inferior to men hardly changed."

#### Example of unacceptable explanation of reasons for continuities and changes:

- Responses might only describe change while not describing continuity, or vice versa.
  - "Martin Luther sparked the Protestant Reformation during the 16<sup>th</sup> century. Despite his reforms to the Catholic Church, Luther still held the belief that women did not have a place in

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### Question 2 — Long Essay Question (continued)

the Church. His elimination of monastic [life] took away from females' option of becoming a nun in protestant areas. Some more radical Protestant divisions believed that women could read the bible [*sic*] and even preach. This provided women with a new role in Church life. Since the Bible was regarded as the only Christian text in Lutheranism, literacy rates were increasing so that people were able to read the bible [*sic*], and this included women. This meant that women were starting to become more educated ...

During the time of the Enlightenment many philosophes developed the concept of 'natural rights' which included right to religion, speech, and other means of attaining happiness. Most of these thinkers only applied the concept of these rights to the male gender. Mary Wollstonecraft [*sic*] and her 'Vindication for the Rights of Women' displayed the change that women wished to see at this time. Many men disregarded her work."

### 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.

#### Possible examples of specific evidence:

- Christine de Pisan, *Les Querelles des Femmes*
- Isabel d'Este
- Castiglione's *The Courtier* (traditional views of women)
- Patronage
- Lutheran Reformation and its influence on the role of women
- Katerina von Bora
- Calvin's negative views regarding women
- Anabaptists' allowance of women to preach/minister
- Closing of convents
- Education
- Literacy and the printing press
- Catholic women maintained access to convents
- Henry VIII (need for a male heir)
- Powerful female rulers: Elizabeth I, Mary Tudor, Catherine de Medicis, Mary Stuart (William and Mary), Maria Theresa, Catherine the Great
- Witchcraft trials
- Scientific Revolution
- Margaret Cavendish, Émilie du Châtelet, Maria Winkelmann (Kirch)
- Anatomical evidence of larger hips and smaller skulls
- Art: Artemesia Gentileschi, "Merchants Counting Money," "The Moneylender"
- The putting-out system
- Early industrial revolution
- Salons: Mme. Geoffrin, etc.
- Olympe de Gouges, *Declaration of the Rights of Woman and the Female Citizen*
- Mary Wollstonecraft, *Vindication of the Rights of Woman*

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## Question 2 — Long Essay Question (continued)

- Rousseau's *Émile*
- March on Versailles
- Jacobin clubs
- Napoleonic Code

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

- “Due to the Protestant Reformation, women’s roles as moral guides and mothers became emphasized. The Protestant Reformation’s emphasis on personal interpretations of the Bible led to increases in literacy among women, as more of them learned to read, to spread scripture to their children and families...  
While mothers developed as a symbol of morality of the home, older women, especially widows [*sic*], continued to be suspected of witchcraft, and many were put to death without cause. The deaths of these women show the extreme bias against, even suspicion towards women at the time.”

### Example of unsuccessfully using evidence to address the topic of the question:

- Evidence that is vague or merely descriptive:
  - “While the time period changed people’s minds didn’t. Men of higher authority only thought of women as the people who carried babies and did all the house work. They were not given the opportunity to become something to make a change. Every job, whether a manual labor [*sic*], or a teacher, was provided to a guy and most of those guys would get jobs over women. Education was given to young boys but not young girls. The only position women held was being Queen and that even came with ties attached.”

### 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 Reformation through the Enlightenment (1 point). Fully and effectively substantiating the thesis goes beyond merely providing many examples. 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:

- “In the French Revolution, the Rights of Man and Citizen was written specifically for man. Olympe de Gouges responded with the Declaration of the Rights of Women. In this way it is clear that the misogynistic ideas of the Catholic Restoration continued into the Enlightenment, although Catherine the Great ruled Russia during the Enlightenment.”
- “The experiences of European women first began to change during the Protestant reformation, during which Protestants such as Martin Luther began to argue that anyone could read the Bible for oneself. Although Clerical positions were still exclusively for males, women could now read the Bible themselves, something that had not occurred before the Reformation. In addition, with the invention of the printing press, books became much more common and became easier to obtain, especially the Bible, which was only owned by households that could afford them.”

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### Question 2 — Long Essay Question (continued)

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

- The response is no more than a vague, simple description.
  - “Through the Reformation, things like war went on, while men went out there, doing their thing. Women worked inside either taking care of children working in factories or preparing in the kitchen.”
- The response is historically inaccurate, vague, and overly simplistic.
  - “People began to see that, even though they were still inferior to men, maybe the gap wasn’t quite so big. Just look at Madam Currey.”
- The response is historically flawed or not relevant to the time period.
  - “Some powerful women in history however brought change to how women were treated and viewed. For example Joan of Arc, a powerful women’s rights advocate died for her rights.”

#### D. Synthesis (1 point)

Essays earn a point for synthesis by extending their argument in one of three possible ways (1 point).

- a) Responses can extend their argument by explaining the connections between their argument and a development in a different historical period, situation, era, or geographical area (Synthesis proficiency C4). These connections must consist of more than just a phrase or reference.

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

- “Even today, women are fighting to gain more respect, and even basic human rights. In Pakistan and the middle-east, women are still suppressed by their husbands. In some places, women aren’t even allowed to have access to education. But other women like Malala, are attempting to fix things just like Mary Wollstonecraft was, and improve the situation of women, around the world.”
- “As a whole, women struggled to have a significant status in European society throughout the reformation, while Elizabeth I’s valiant leadership of England inspired many and broke barriers for what people thought of women, and women’s education increased through the enlightenment as they began to take a mere active role in society. Increasingly, women’s roles in society led to eventually female suffrage that we see in most countries today not only European. Women are also involved with politics nowadays, with prominent female leaders such as Angela Merkel of Germany ruling to this day.”
- “These attitudes towards women can be seen as similar to the much later gay rights movement in Europe. Many, at the time, radicals advocated for gay rights, but not much progress was made. But, like the women’s rights movement, it gradually gained steam and popularity over time. Those separated by nearly a century, both movements were ultimately successfully in major countries in Europe; yet both still have many ways to go in others.”

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

- The response does not develop adequately a comparison with another historical period
  - “By the end of the Enlightenment, women seemed to have a bit more of a voice than before. These events can’t be compared to the success of women’s rights being gained in the 20<sup>th</sup> century, but it was the foundation of women’s freedom.”
- The response does not develop adequately developments in a different geographical region.
  - “However, it was important to note that these trends [religious freedom] often did not extend to Eastern Europeans as they would learn these radically new views still later than those in Western Europe.”



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### Question 2 — Long Essay Question (continued)

- b) Responses can extend their argument by explaining the connections between their argument and 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). These connections must consist of more than just a phrase or reference.

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

- The response discusses an economic approach in its analysis of change after the Enlightenment.
  - “Women’s economic role in society changed because of the First Industrial revolution. At first, women worked in cottage industries at home, while their husband worked the fields. Once the First industrial revolution began and families moved to cities, Women’s roles changed. Women were forced to work in either prostitution or in factories because most families could not afford to have women stay at home. This similar working situation in factories between men and women was the first step towards social equality.”

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

- The response attempts to use an intellectual approach but does not merely provides evidence instead of extending the argument.
  - “Next during the Enlightenment, a lot of literature appeared in favor of feminist ideals ... Olympia de Gouges was very prominent here, as she led many radical women. She also wrote The Declaration of the Rights of Woman in response to declaration by the National Assembly.”

- c) Responses can extend their argument by explaining the connections between their argument and a different discipline or field of inquiry. (Synthesis proficiency C6). These connections must consist of more than just a phrase or reference.

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

- The response attempts to use a sociological approach in its analysis of continuities between the late-nineteenth and early-twentieth centuries and the period between the Reformation and Enlightenment.
  - “The politicization of female inequality can be related to the development of social darwinism. Both made prejudice more official and denied non-white people and women social privileges and respect in European eyes. Furthered, both were perpetrated [*sic*] by individuals and groups who felt they were doing a service by either “civilizing nonwhites” or “helping women” in their social roles.”

#### **Example that did not accurately connect the argument to a different discipline or field of inquiry (C6):**

- The response insufficiently supports an extension of the argument about continuities regarding European women:
  - A student might hypothetically write, “The discrimination against women between the Reformation and the Enlightenment can be seen in the 20<sup>th</sup> century regarding other groups such as discrimination against Africans for racial reasons.”