

2024



AP[®] European History

Sample Student Responses and Scoring Commentary Set 2

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Question 1: Short Answer Secondary Source**3 points****General Scoring Notes**

- Each point is earned independently.
- **Accuracy:** These scoring guidelines require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity:** Exam responses 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, skills, and practices described below.
- **Describe:** Provide the relevant characteristics of a specified topic. Description requires more than simply mentioning an isolated term.
- **Explain:** Provide information about how or why a historical development or process occurs or how or why a relationship exists.

[a] Describe an argument the author makes in the passage about the French Revolution. **1 point**

Examples that earn this point include the following:

- The French Revolution largely excluded women as it developed, particularly in its more radical phases.
- The French Revolution emphasized masculinity and bonds between men.
- Marie Antoinette became a stand-in for arguments for the exclusion of women from public life.
- Marie Antoinette served as a lesson for women who sought political power.
- French Revolutionary leaders reinforced notions of masculinity and virility.

[b] Describe a development prior to the French Revolution that influenced the view of women described in the passage. **1 point**

Examples that earn this point include the following:

- The arguments made by Rousseau, and others, for the exclusion of women from politics were similar to the attacks on Marie Antoinette.
- The Renaissance emphasized that the concept of civic humanism applied only to men and denied a public sphere for women either in politics or the arts.
- The Scientific Revolution asserted that differences in male and female physiology indicated that women had reduced intellectual abilities in comparison to men.
- Religious values [Catholicism, Protestantism] reinforced traditional values about the proper social roles for men and women.
- Suspicion about the involvement of women in the practice of witchcraft led men to question the ability of women to perform effectively in positions of authority.

- Enlightenment writings and the role of salons encouraging women to be active in exercising popular sovereignty.
 - Enlightenment print culture was mostly created by men and mostly read by men.
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[c] Describe development in the late 1900s that may have influenced the author’s perspective **1 point**

Examples that earn this point include the following:

- Women increasingly took high political office in Europe, such as Margaret Thatcher in Britain.
 - Feminism challenged accepted ideas of women’s role in the home and in public life.
 - Economic changes affected women’s roles in the workforce and in family life.
 - Social changes such as the introduction of birth control offered women greater control over their bodies and greater access into the professional world.
 - Gains in the early twentieth century such as suffrage paved the way for women to seek political office after the Second World War.
 - Movements for civil rights and gay rights of the late twentieth century influenced feminist movements that challenged discrimination on the basis of gender.
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Total for question 1 3 points

Sample A

Sample 1A

A.) The author argues that the French Revolution reinforced traditional gender roles. The author states that the post-revolution government needed to be strong in leadership, and therefore women needed to remain uninvolved in public life. Therefore, the author believes that the French Revolution reinforced traditional gender roles as it encouraged the prevention of women's involvement in public life.

B.) Leading up to the French Revolution, King Louis XIV had worked towards establishing Catholicism as the premier religion in France. Catholicism is very strict in its ideas of gender. This prevalence of Catholicism in France likely encouraged traditional gender roles to become a normalized view throughout France. The views on women described in the excerpt were likely affected by the prevalence of Catholicism brought about by King Louis XIV.

C.) In the late 1900s, changing views on traditional gender roles likely influenced the author's perspective. In the late 1960s, and continuing onward from there, new ideas regarding feminism and women's rights emerged. Access to abortion and contraceptives were very significant topics. These radical new ideas likely influenced the author as new ideas regarding women's roles in society were emerging at the time.

Sample B

Sample 1B

- a. The author is creating the argument that the French revolution rejected women and only allowed for male political growth. It is stated clearly in the last line of the passage as she claims that the Republican brothers did not want their sisters to follow their lead. Describing how the men did not wish for female interference in the government.
- b. Prior to the French revolution there was the Women's March on Versailles. This was a female-led march gathering women around the country to call the King of France back to the Capitol and prevent him from fleeing the impending issues, but to instead try to solve them. While this worked it led to many men expressing their opinions that women should not have done this as they are caregivers and must stay home in the domestic sphere.
- c. In the late 1790's there was a new outlook on many figures and roles in society with different marches and movements for women's rights, civil rights and a start of LGBT rights. Throughout all of these movements came rapidly growing liberal ideals for political change and equality on all stages both socially and politically. Due to the author publishing this during those times it is very likely that the author was motivated and affected by these movements that would have led to ideals of this passage.

Sample C

Sample 1C

A. An argument made by the author in the excerpt about the French Revolution is that Marie Antoinette acted as the third estate's outlet of violent rejection due to her feminine lifestyle. Marie Antoinette's wealthy lifestyle enraged the third estate as it highlighted how out of touch she was with state affairs. This led to a series of rebellions against the French nobility such as the Storming of the Bastille and the Reign of Terror.

B. A development prior to the French Revolution that influenced the views on the role of women described in the excerpt is women's suffrage as during the French Revolution, women were tied to the reinforcement of men. The author states that Antoinette acts as a lesson of women who wanted to pursue individual rights. This ties into the development of women's suffrage as it stood for the power and rights of women to make contributions to society rather than leaving it all to the men.

C. A development of the late 1900s that may have influenced the author's perspective is the cult of domesticity as women were tied to the duty of taking care of households rather than pursuing their own interests, similar to how Antoinette was reduced to being a feminine object. The author describes how people rejected Antoinette and reduced her to a symbol of femininity rather than power, giving her no chance to lead alongside her male counterparts. This is similar to the cult of domesticity where women are reduced to being housewives and prohibited from working alongside men.

Short Answer Question 1

Note: Student samples are quoted verbatim and may contain spelling and grammatical errors.

Overview

Responses to part (a) of the prompt were expected to demonstrate comprehension of Lynn Hunt’s arguments on how Republican men during the French Revolution viewed the roles of women. The passage mainly reveals the negative views towards women by male revolutionaries, including specific references to the hatred towards Marie Antionette, but does include one argument about women exercising popular sovereignty. Responses could describe, therefore, the various negative views that revolutionary men held of women, while also allowing for a description of active roles for women.

Responses to part (b) were expected to take one of the views of women and describe how that view may have resulted from a prior event or development. Responses therefore could describe the separate spheres of women in the Enlightenment, or a more positive view with active roles for women running salons. Responses could also describe the Renaissance or the Reformation’s views on domestic roles for women, or the Scientific Revolution’s assertions on female anatomy leading to different roles. The course framework addresses the roles of women in society prior to 1789.

Responses to part (c) were expected to examine how Hunt’s views of women in the French Revolution, as a late twentieth-century author, may have been influenced by contemporary developments. Modern developments such as feminism and the expansion of other legal, economic, and social rights beyond voting were available to describe as possible influences on Hunt. These also included reproductive rights and examples of women in political office.

Sample: 1A

Score: 3

The response earned the point for part (a) with the description of Hunt’s argument that the French Revolution did not want women to be involved in public life.

The response earned the point for part (b) for describing the role of Catholicism in maintaining defined gender roles for women.

The response earned the point for part (c) with the description of the late twentieth century development of feminism, abortion and contraception influencing the author’s perspective on the role of women in society.

Sample: 1B

Score: 2

The response earned the point for part (a) for the description of Hunt’s argument that Republican men did not want women to follow their example and play an active role in government.

The response did not earn the point for part (b) as the development described, the March on Versailles, occurred after the French Revolution had begun.

Short Answer Question 1 (continued)

The response earned the point for part (c) for the description of movements for civil and LGBT rights and equalities likely having an influence on the author.

Sample: 1C

Score: 1

The response earned the point for part (a) with the description of Hunt's argument that there was a violent rejection of Marie Antionette wealthy lifestyle.

The response did not earn the point for part (b) as the description of women's suffrage prior to the revolution is inaccurate.

The response did not earn the point for part (c) as the description of the cult of domesticity influencing the author in the late twentieth century is inaccurate, because this describes a development that occurred in the late nineteenth century and would not have influenced Hunt to take a critical stance towards the attitudes towards gender held by men in the Revolutionary period.