

AP[®] EUROPEAN HISTORY

2013 SCORING GUIDELINES

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).

Write in the box the number of the question you are answering on this page as it is designated in the exam.

AI ~~3~~ 5A1

World War I was responsible for the economic, political, and ~~the~~ moral destruction of many European states. With destroyed economies

Over the course of the twentieth century, women in Europe increasingly gained rights that led to them participating in the paid workforce more and more. The demand for jobs during WWI, the achievement of female suffrage, and the rampant counterculture movements all led to the expansion of the amount of women with jobs.

WWI called for an enormous amount of male troops from many countries, especially Germany, France, and Great Britain. The lack of ~~a~~ men at home caused the lack of a workforce and the need of more employees. Plus, governments needed an increased amount of production to make all the war goods and technologies ^{that the war called for}. This meant that women had to step up to fill the increasing demand for employees and factory workers. Once women were successfully completing jobs that had been previously designated for men only, like those in heavy machinery, it broke the status quo and showed ~~that~~ that women had the ability to do work as well as men. Although men did end up retaking their old jobs and condemning the participation of women in them, it showed that women had the potential and ~~got them~~ made them realize the irrationality of their not being allowed to participate in certain parts

of the workforce.

What really set the stage for increased ~~part~~ women's jobs was the achievement of women's voting rights in almost every main European state. Since these governments, such as Parliament in Great Britain, ~~was~~ needed to make their people happy in order to stay in office, they began to recognize more of women's needs. Powerful women like those involved in the ~~early~~ suffragettes in the early 1900s set examples of empowered women. Once women realized that they had the power to work and could ~~attain~~ rights through democratic means, they started to push for more reforms. A woman, Margaret Thatcher, was even elected as prime minister in the 80's in Britain.

Finally, women were conforming less to the traditional role of housewife. With ~~the~~ new developments like the birth control pill and increasing advocates for gender equality, women were less pressured by society to simply live their lives to become mothers. ~~With~~ They were increasingly having, on average, less children per family as time went ~~on and on~~ ~~on and on~~ and were having them later in life which gave them more freedom to pursue career goals. More and more women were attending universities and finding goals in life besides making a family.

Write in the box the number of the question you are answering on this page as it is designated in the exam.

5A3 5

Once women realized they had the potential to participate in the workforce, attained full suffrage, and stopped conforming to the traditional gender roles, they began pursuing careers ~~and~~ in order to better themselves and provide more for their families.

Write in the box the number of the question you are answering on this page as it is designated in the exam.

5 B1

Through out the twentieth century things began changing from social norms, to government, to if a country was at war or not. All these changes led to the expansion of women's participation in the paid work force.

During the mid twentieth century there began the popular use of oral contraceptives. This allowed women the control of when she wanted to get pregnant, and the number of kids she were to bear. With less children per house, and births spread out more it allowed women to work longer and be home less. It gave them control over pregnancy and when they wanted to be able to work.

Women also began getting a further education so they could hopefully get a degree in a professional area. With women more educated just like men they were plenty as capable of having a job in the paid workforce. They began showing that gender didnt matter, and putting down the long lived stereotype of gender roles in society. Women didnt have to

5 B2

Write in the box the number of the question you are answering on this page as it is designated in the exam.

just be at home clean, sew, watch kids, they could also hold a job and bring in an income.

Also through out the ~~nin~~ twentieth century there were various wars such as WWI and WWII. This meant most men were away fighting so there was nobody to fill factory jobs. The war relied on the factories to produce ~~the~~ basic items for the war effort, such as amunitions, tanks, food, ect. without workers there would be nothing to fight the war with. so women began filling jobs that were originally mens jobs, and doing it well. They showed a women could do a mans work even in rough factory conditions, and under long hours, ^{which were} required to make what was needed.

During the later years of the twentieth century came the emergence of feminist groups and rallies. women protested and took a stand against the government to change laws. They worked hard to achieve fair equality between men and women, and the want for equal oppurtunities and pay.

Write in the box the number of the question you are answering on this page as it is designated in the exam.

5 B3

Through various factors ~~and~~ and change emerging through out the twentieth century came the expansion of women in the paid workforce. Even though some factors were minor they helped to make an impact on womens roles in the workforce.

Write in the box the number of the question you are answering on this page as it is designated in the exam.

5. C1

Throughout the twentieth century, the role of women in society became more prominent. With the two world wars, women were able to gain positions at jobs most commonly available for men, and also were able to join the military. Towards the later part of the twentieth century, women began to be granted more freedom, with being able to work, marry as they wish, voting, and birth control. Thus leading women to have a more permanent standing in the paid workforce and society.

The first factor that led to women's participation was the first world war. Seeing as this was the first major and total war of European history, the continent was unprepared for it. While all the men were being shipped off to fight in the war, their responsibilities at home were being left behind ~~alone~~. This caused women to have to leave their responsibilities at home, and join the workforce in order to produce the ~~needed~~ necessities for the war as well as the

5 C2

Write in the box number of the question you are answering on this page as it is designated in the exam.

home front. However, after the war was over, and the men came back home, women were kicked out of the work force, and forced to return to their "jobs" as wives.

The second factor that led to women's part in the work force ~~was~~ was the second world war. While this war was basically the same as the first ~~one~~ one, there were some major differences. Not only were women ~~not~~ taking over ~~the~~ the men's left-behind jobs, but they were also being allowed to participate in the war. Since the second world war was more intense and needed more help, women were being allowed to fight. Not only fight ~~the~~ however, but they ~~are~~ were allowed to join the military as nurses and other important officials. Also, after the war had ended, some women were even allowed to keep jobs.

The last factor would be the women's rights movement. Since women had been allowed to participate

Write in the box the number of the question you are answering on this page as it is designated in the exam.

5C3

in so much during the second world war, they decided that they deserved that much all the time. While some women had been allowed to keep their jobs after WWII, they were not being treated, nor paid as fairly as men. This sparked ~~an~~ an Equal Rights Movement, where women wished to be treated as fairly as men. Not only that, but women protested for the right to vote, as well as the right of Birth Control (mainly for the fact that if they had kids, then they ~~could~~ could not work). At the end, women, while not completely granted equal rights, were granted most rights, and were now a prominent figure in the workforce.

The main factors that led to women's participation in the workforce was the world war, which were the main cause of the women's rights movements. By the end of the twentieth century, women were a prominent figure in the work place.

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Question 5

Overview

The question assessed the students' ability to analyze the cause-and-effect relationship between the major political, social, and economic developments of the 20th century (roughly the last 25 percent of the course) on the experience of the largest social subgroup: women.

Sample: 5A

Score: 9

The thesis engages the prompt, addresses the entire time period, and effectively establishes the essay's organization. The discussion of the World War I effectively links time, place, and event to workplace outcome. The discussion of suffrage links rights and reforms to multiple specific workforce outcomes and demonstrates an awareness of change over time. The late century is addressed through the discussion of the introduction of birth control and family planning, as well as family structure, education, and personal agency in the expansion of women's participation in the workforce.

Sample: 5B

Score: 7

The thesis is explicit and responsive but does little beyond the basic requirements of the task. The essay addresses the second half of the century first, linking oral contraception and family planning to individual agency in workforce expansion. Education is linked to the paid workforce as well, but nonspecific chronology weakens the link to expansion. The discussions of the two world wars are merged but are clearly linked to work opportunities. Late 20th century feminism, female agency, and changing laws are linked to better opportunities and pay. The essay is more generalized than those that received a score of 8, but it offers more content and analysis than those that received a score of 6.

Sample: 5C

Score: 4

The thesis is explicit but not fully responsive to the entire 20th century. Assertions that the workforce expanded to include women lack developed evidence and are occasionally off task. The essay does not address the second half of the century, which is required by the prompt. The essay was scored lower than 5 because the thesis does not address the entire task and because the essay is weakened by errors and generalities. It earned a 4 because it presents more detailed discussion than the typical essay scored as a 3.