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AP[®]

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AP[®] European History

Sample Student Responses and Scoring Commentary

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Question 2: Short Answer Primary Source Image**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timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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 the attitude toward poverty expressed in the painting. **1 point**

Examples that earn this point include the following:

- The artist is sympathetic to people experiencing poverty.
- The painting expresses the tragedy and sorrow of poverty.
- The middle class should notice the poor.
- People in poverty do not lose their dignity.
- Poverty need not result in child neglect or a lack of familial love.

(B) Describe a broader context in which the painting was produced. **1 point**

Examples that earn this point include the following:

- Industrialization attracted many people to cities, impoverishing those who could not find stable employment and income.
- Cities were unprepared for the rapid urban growth, causing the poor to live in overcrowded and squalid conditions.
- The Industrial Revolution forced women and children to work in factories and mines for insufficient wages.
- Despite economic improvements during the Second Industrial Revolution, poverty persisted.
- Realism and Naturalism portrayed life accurately and sought to expose social problems, breaking with the idealized style of Romanticism.

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- (C)** Explain one way in which reformers during the late 1800s and early 1900s attempted to address the problems of poverty in Europe. **1 point**

Examples that earn this point include the following:

- Social welfare systems, such as pensions and worker’s insurance, were gradually set up to protect some people from economic instability.
- Laws like the factory acts, mines acts, and public health acts sought to shield the poor from the exploitation of industrialization.
- Improvements in housing regulations, sanitation, and air quality gradually lifted the living standards of the poor.
- Unionization led to better wages and labor conditions for the working class.
- Marxism, Chartism, and the rise of Socialist parties empowered the poor and accelerated welfare legislation.
- Reformers attempted to distinguish between the “deserving poor” (who were seen as victims, such as the family in the image) and the “undeserving poor” (who were seen as responsible for their own problems).
- Religious foundations, such as the Salvation Army, attempted to meet the material as well as the moral needs of those living in poverty.
- Urban police forces were created to maintain order and protect property.
- Social workers, philanthropists, and urban organizations such as Settlement Houses attempted to address the living conditions, lack of education, or lack of social mobility faced by the poor.

Total for question 2 3 points

Write your answer to SHORT-ANSWER QUESTION 2 on this page only. Do NOT write outside the box. Do not skip lines.

- a) The attitude towards poverty in the painting is that of respect and sadness. The painting depicts the family ~~with~~ with a sort of down or sad look on their faces ~~but~~ but they are ^{depicted} not dirty or corrupt or lazy. The mother with 3 young children relays a feeling of sadness or pity to the viewer, depicting poverty as people in need of help that are not criminal or lazy.
- b) The broader context in which this was produced was after the industrialization of cities and the rise of poverty in urban areas because of it. Throughout the 19th century cities became more populated and as a result they became more filled with people in poverty who were unable to work or worked for low wages in factories which led to poor and crowded cities. This picture shows these families in poverty in the large, dirty cities as a result of industrialization and urban growth.
- c) One way in which reformers attempted to address this problem was with welfare programs. Reformers began to push for welfare programs that would help the elderly, sick, or unemployed, or "deserving poor". Reformers tried to push these welfare programs in order to help ~~the poor~~ people in poverty rise ~~out~~ out of poverty ^{and} to lower the rates of poverty in European states.

End of response area for Q2

0036438



Write your answer to SHORT-ANSWER QUESTION 2 on this page only. Do NOT write outside the box. Do not skip lines.

- A. The painting expresses a sympathetic view towards the impoverished. It shows the family in their dire circumstances but in a way that evokes pity rather than disgust.
- B. This painting was produced during a period of high urban poverty throughout most of Europe ~~and so~~ as well as during the increased support for reform.
- C. One way reforms during the late 1800s attempted to address the problems of poverty was through the creation of social welfare programs. Bismarck as well as other leaders in the late 1800s started a series of reforms such as disability insurance to prevent injured workers from going into poverty.

End of response area for Q2

0037221



Write your answer to SHORT-ANSWER QUESTION 2 on this page only. Do NOT write outside the box. Do not skip lines.

The attitude toward poverty expressed in this painting is depressing and sad. This is a good way to describe it because this mother has two children to feed and take care of as well as herself. This painting was produced because many families suffered from poverty in this time period. Mothers and fathers tried their best to find jobs so they could take care of their families. One way in which reformers during the late 1800s and early 1900s attempted to address the problems of poverty in Europe was the industrial revolution. Industries across Europe opened allowing for job opportunities for families in need of them. The pay wasn't great but he did help families a little bit to gain money for their families.

End of response area for Q2

0061546



Short Answer Question 2

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

Overview

a) Describe the attitude toward poverty expressed in the painting.

Responses to this part of the prompt were expected to offer a minimally accurate description of the artist’s view on poverty as expressed in the painting. The time period and concepts are addressed in the curriculum framework in topic 6.4 (Social Effects of Industrialization).

b) Describe a broader context in which the painting was produced.

Responses to this part of the prompt were expected, at a minimum, to implicitly connect the painting to the time, subject, or artistic style in which it was produced. The time period and concepts are addressed in the curriculum framework in topics 6.1 (Contextualizing Industrialization and Its Origins and Effects, specifically KC-3.2), 6.3 (Second Wave Industrialization and its Effects), 6.4 (Social Effects of Industrialization), and 7.8 (19th-Century Culture and Arts, specifically KC-3.II.D).

c) Explain one way in which reformers during the late 1800s and early 1900s attempted to address the problems of poverty in Europe.

Responses to this part of the prompt were expected, at a minimum, to connect a relevant reform to the problem of poverty within the broader time frame of the Industrial Revolutions and the early 20th century. The chronological period and concepts are addressed in the curriculum framework in topics 6.1 (Contextualizing Industrialization and Its Origins and Effects, specifically KC-3.3), 6.4 (Social Effects of Industrialization, specifically KC-3.2.III.B), 6.7 (Ideologies of Change and Reform Movements), 6.8 (19th-Century Social Reform), and 6.9 (Institutional Responses and Reforms).

Sample: 2A

Score: 3

The response earned 1 point for part (a) because it correctly describes the artist’s view that people living in poverty need help because they are neither criminal nor lazy.

The response earned 1 point for part (b) because it accurately describes how industrialization and urbanization led to crowded, dirty cities where people living in poverty were unable to work or were forced to work only for low wages in factories.

The response earned 1 point for part (c) because it accurately explains how reformers sought to lower the rates of poverty in European states by pushing for welfare programs for the sick, elderly, and other groups classified as the “deserving poor.”

Sample: 2B

Score: 2

The response earned 1 point for part (a) because it correctly describes the artist’s sympathy for the family’s “dire circumstances” rather than disgust.

Short Answer Question 2 (continued)

The response did not earn the point for part (b) because it fails to describe a broader context and instead solely reproduces information from the painting, the painting’s title, and the prompt.

The response earned 1 point for part (c) as it accurately explains how Bismarck, as well as other reformers, implemented a variety of programs, such as disability insurance, to help people facing poverty.

Sample: 2C

Score: 1

The response earned 1 point for part (a) because it correctly describes the artist’s view that poverty is depressing and sad, as well as being widespread during the period.

The response did not earn the point for part (b) because it does not describe a broader context for poverty in this time period. The statement that “many families suffered from poverty” in the period is not sufficiently specific to be credited as contextualization.

The response did not earn the point for part (c) as it incorrectly asserts that the Industrial Revolution was a reform effort aimed at solving the problem of poverty, rather than a contributing factor to the type of poverty portrayed in the painting.