

**AP<sup>®</sup> EUROPEAN HISTORY**  
**2009 SCORING GUIDELINES (Form B)**

**Question 2**

**Evaluate the changes and continuities in women's public roles during the Renaissance.**

**9–8 Points**

- Thesis is explicit and fully responsive to the question.
- Organization is clear, consistently followed, and effective in support of the argument.
  - Essay must explicitly evaluate the changes AND continuities in women's public roles during the Renaissance.
  - Response is in the proper chronological context of the Italian and/or Northern Renaissance and may include evidence from the fourteenth to the end of the sixteenth centuries.
- Essay is well balanced; all major topics suggested by the prompt are covered at some length.
  - Stronger essays in this category should devote nearly equal attention to both changes AND continuities.
  - Essay must primarily address women's public roles but may mention women's domestic responsibilities and relate them directly to public roles.
- All major assertions in the essay are supported by several pieces of relevant and specific evidence.
- May contain errors that do not detract from the argument.

**7–6 Points**

- Thesis is explicit and responsive to the question.
- Organization is clear and effective in support of the argument but not consistently followed.
  - Essay should evaluate the changes AND continuities in women's public roles during the Renaissance.
  - Response is in the proper chronological context of the Italian and/or Northern Renaissance and may include evidence from the fourteenth to the end of the sixteenth centuries.
- Essay is balanced; all major topics suggested by the prompt are covered at least briefly.
  - Essays in this category should address both changes AND continuities, though perhaps a little unevenly.
  - Essays in this category should address women's public roles but may also address women's domestic responsibilities and relate them to public roles.
- All major assertions in the essay are supported by at least one piece of relevant evidence.
  - Essays in this category must contain at least **two** somewhat specific pieces of relevant evidence but may also include some generalized evidence.
- May contain one major error or several minor errors that detract from the argument.

**5–4 Points**

- Thesis may be underdeveloped or not fully responsive to the question.
  - In essays in this category, the thesis must move beyond a simple paraphrase of the prompt and should address a specific change or continuity.
- Organization may be unclear but is still effective.
  - Essay should evaluate the changes and/or continuities in women's public roles during the Renaissance.
  - Response should be mostly in the proper chronological context of the Italian and/or Northern Renaissance and may include evidence from the fourteenth to the end of the sixteenth centuries.
- Essay shows some unevenness; some major topics suggested by the prompt are neglected.
  - Essays may confuse the public and private roles of women OR focus primarily on women's private roles but must make some effort to address public life.

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**Question 2 (continued)**

- Most of the major assertions in the essay are supported by least one piece of relevant evidence.
- May contain a few errors that detract from the argument.

**3–2 Points**

- May contain a weak thesis or a thesis that merely repeats/paraphrases the prompt.
- Organization is unclear and ineffective.
- Essay shows serious imbalance, and/or may only discuss the private roles of women with little or no reference to their public roles.
  - Essays in this category may contain few references to information specific to the Renaissance.
- Essay may contain little relevant evidence.
  - Essays in this category may contain generalized evidence.
- May contain several errors that detract from the argument.

**1–0 Points**

- May contain an exceptionally banal thesis, or there is no discernable attempt at a relevant thesis.
- Little discernable organization or may be completely off topic.
- One or none of the major topics suggested by the prompt is mentioned.
  - Essays in this category may be a simple narrative of the Renaissance (without direct mention of women's roles) or an excessively generalized discussion of the roles of women in history (women have always been confined to the home, etc.).
- Little or no supporting evidence is used.
  - Essays in this category may contain historical assertions or highly generalized evidence.
- May contain numerous errors that detract from the argument.

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

2A1

Up until very recent history & the advent of feminism, women + Europe have been chronically suppressed and given fewer rights than males. Their lives generally improved over time however, & although the Renaissance did <sup>change</sup> ~~improve~~ their ~~less~~ roles <sup>in society</sup> ~~in society~~ in some ways, <sup>such as greater education</sup> they remained subject to men in many ~~ways~~ <sup>others</sup>.

One of the most influential movements of the Renaissance was humanism, which had an affect on <sup>changes of the</sup> ~~the~~ mindset with which women were viewed. While Medieval tradition dictated that the only education that a person should receive is the kind that will have some use in his/her job, humanists believed that learning was beneficial even if it was not <sup>used</sup> in one's every day life. <sup>Ex: Thomas More, a leading scholar of the time, educated his daughter</sup> Therefore, even though women's roles in society ~~were~~ <sup>were</sup> often remained in the house, their educational prospects widened because it was believed they would benefit. ~~The transition of~~

2A2

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

Women also gained power in the Renaissance ~~as ~~some~~ ~~artists~~~~ in the artistic field. As the artists' genius was recognized during the Renaissance, women could gain reputation as artists, especially if they were married to one of the daughters of one. ~~work~~ Women rulers also played a more active role in Renaissance society, such as Anna di Medici, who supported the arts in Florence & prevented existing art from being taken away.

On the other hand, many aspects of women's lives in the Renaissance were very similar to those in Medieval life. The exclusion of women from guilds ~~prevented~~ <sup>restricted</sup> their ~~own~~ prospects as artists, and they were still denied many basic rights. While ~~men~~ men were given (more or less) sexual freedom before marriage, women ~~were~~ <sup>remained</sup> confined to fidelity. Their positions in the family saw little <sup>humanist</sup> improvement as well, as illustrated in Leon Alberti's On the Family, which restricted women to the role of household manager and mother.

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

2A3

In conclusion, we can see that although women did gain ~~some~~ some advancements, ~~and treatment~~; there was certainly not a revolution in the rights or treatment of women on the whole.

During the Renaissance the role of women in society changed from a domestic one to a somewhat influential one. Many of these changes came about due to the change of society of that time. Women became avid supporters of the arts, they also became educated under the humanism movement and some even became influential on a grand scale such as Catherine de Medici.

The Renaissance literally means 'rebirth'. It was a rebirth of old ideas that merged with ideas of the time to create a new social movement. This movement involved the revolutionizing of art. Merchant families with a great deal of wealth began to find and fund artists. They became patrons. Women were great advocates of this movement. Finding, supporting and sometimes even inspiring some of the greatest artists of all time.

At this time another movement was also taking place; the humanism movement

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It was a repudiation of classical studies as well as a belief that women should be educated. More women became literate and educated through this movement. This paved the way for such feminist novels as; city of ladies which ~~was~~ argued equality for women in social life. (This novel inspired Virginia Woolf's A Room of One's Own.) As well as inspired women to seek suffrage throughout history (such as later creating the Declaration of rights of women).

The greatest and most influential woman of this time was Catherine de Medici. She was from the family de Medici that ruled Florence and were patronages to greater artists as well as successful traders and bankers. She later married into the royalty of ~~the~~ France and it is argued that she was the one to bring the Renaissance to France with her. She also attempted to

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rule with her sons after the death of her husband. She was a woman of the age; educated, influential, social successful and an abdicator of the arts.

The renaissance pulled Europe out of the medieval area and ushered in a new age of thinkers and revolutionaries. The women were not going to allow themselves to be left in the dark. They pulled themselves towards intellect and influence and once they entered under the threshold of the Renaissance age there was no turning back.



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

2C

~~The Commercial Revolution made~~

During the Renaissance period to a great surprise women's role changed significantly mainly because there had started to be female rulers during this period. Elizabeth I and Catherine the Great both ruled during the Renaissance. ~~Even though~~

Even though ~~those~~ Elizabeth I and Catherine the Great used their sexuality differently they both used it as a negotiation - ~~towards~~ tool. Elizabeth was known as the "virgin queen" she gave many rulers the hope that she would eventually marry them in order to get what she wanted. Elizabeth was a very strong ruler which was not normal during the Renaissance period. It was a great change for a woman to become a ruler.

~~Since~~ Since it was so unique for a woman to rule she could use her differences to get what she wanted.

On the contrary Catherine the Great of Russia also used her sexuality to negotiate but used it oppositely. She was certainly not the "virgin queen" but quite the contrary. She used her sexuality on men to get what she wanted, for example she succeeded in expanding her territory to Ukraine. She also had very good advisors like Elizabeth of England did too. These women were a great success during the Renaissance period. ~~It was men~~ The fact that they were women

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ruling was a great change in women's roles during the Renaissance. Both women ruled ~~Russia~~ for a fairly long time. They had strong advisors and were very intellectual.

Many women succeeded during the Renaissance period because they had a humanist education. This made many women become good intellectuals ~~become~~ and leaders compared to the ones in the past. ~~It was~~ This is because they ~~had~~ didn't have the same Medieval education that other leaders did.

~~Women's role~~ The changes in women's role during the Renaissance was mainly due to their changes in education. Two good examples of this are Elizabeth I and Catherine the great. They showed great change and advancement during the Renaissance.

**AP<sup>®</sup> EUROPEAN HISTORY**  
**2009 SCORING COMMENTARY (Form B)**

**Question 2**

**Sample: 2A**

**Score: 8**

The thesis in this essay is fully responsive to the question posed. The essay establishes that some women gained access to new forms of education during the Renaissance. It also develops an argument about the continued suppression of women; elements of this argument are also expressed in the conclusion. The essay deals with three distinct developments (humanism, artistic patronage, and social treatises on women's roles). It employs specific evidence (Thomas More, Anna de Medici, and Leon Alberti) and devotes substantial attention to both changes and continuities. While this response clearly contains specific evidence, it is not as well developed or explicit as in essays that earned a score of 9.

**Sample: 2B**

**Score: 5**

This essay has a thesis that focuses on the public roles of women. It does not, however, address the continuity component of the question. The essay focuses almost exclusively on changes in women's roles during the Renaissance. It contains some evidence, especially related to Christine de Pizan (who, however, is not mentioned by name) and Catherine de Medici. The essay did not receive a higher score because it omits one central task, namely, evaluating the continuity in women's public roles.

**Sample: 2C**

**Score: 2**

This essay attempts to relate changes in education during the Renaissance to improvements in the status of women. It uses the examples of Elizabeth I and Catherine the Great to substantiate key claims (the second example being entirely outside the chronological parameters of the question). While the essay provides some appropriate and specific evidence about Elizabeth I, it does not link Elizabeth's status as a leader to her humanistic education as effectively as it should, nor does it situate her within the Northern Renaissance. The essay does not address, even implicitly, the question of continuity.