

# Women's Rights and Education DBQ: SCORING GUIDELINES

**Prompt:** Analyze the various ideas and attitudes towards women during the 18<sup>th</sup> and 19<sup>th</sup> centuries.

**Basic Core:** 1 point each to a total of 6 points

1. **Provides an appropriate, explicitly stated thesis that directly addresses all parts of the question. Thesis must not simply restate the question.** The thesis must address ideas and attitudes towards women; however, it may conflate the two terms as long as there is a minimal level of analysis. The complete thesis must appear in either the introduction OR the conclusion.

2. **Discusses a majority of the documents individually and specifically.**  
The essay must discuss at least seven documents. Even documents used incorrectly will count towards this task. However, documents must be discussed individually, not collectively.

3. **Demonstrates understanding of the basic meaning of a majority of the documents (may misinterpret no more than one).**  
The essay may not significantly misinterpret more than one document and must interpret at least seven correctly. If a student only uses seven documents total and misinterprets one, they do not get this point. A document that is incorrectly grouped would be considered a significant misinterpretation.

4. **Supports the thesis with appropriate interpretations of a majority of the documents.**  
The essay must use at least seven documents correctly, and the documents used in the body of the essay must provide support for the thesis. An essay cannot earn this point if no credit was awarded for point 1 (appropriate thesis). An essay also cannot earn this point if no credit was awarded for point 2 (discusses a majority of the documents).

5. **Analyzes point of view or bias in at least three documents.**  
The essay must make a reasonable effort to explain why a particular source expresses the stated view by

- relating authorial point of view to author's place in society (motive, position, status, etc.); OR
- evaluating the reliability of the source; OR
- recognizing that different kinds of documents serve different purposes; OR

It is possible for essays to discuss point of view collectively (includes two or three documents in making a single POV analysis), but this counts for only one point of view

6. Analyzes documents by explicitly organizing them in at least three appropriate groups. A group must contain at least two documents that are used correctly and individually. Groupings may include the following (not an exhaustive list of possible acceptable groupings):

Traditional	1, 2, 5, 6, 8, 12
Domestic/Victorian Values	1, 2, 5, 6, 8, 11, 12
Inferior/Submissive	1, 5, 6, 10
Women to look pretty	1, 2
Equal to Men	3, 4, 7, 9, 10, 11
Role in Marriage	2, 7, 8
Side by Side with Men	3, 9

### Expanded Core: 0–3 points to a total of 9 points

Expands beyond the basic core of 1–6. The basic score of 6 must be achieved before an essay can earn expanded core points. Credit awarded in the expanded core should be based on holistic assessment of the essay. Factors to consider in holistic assessment may include

- Has a clear, analytical, and comprehensive thesis (that may explicitly discuss “arguments” and “practices” concerning religious toleration).
- Uses all or almost all of the documents (10-12 documents).
- Uses the documents persuasively as evidence (may group them explicitly into “arguments” and “practices” categories).
- Shows understanding of nuances of the documents.
- Analyzes point of view or bias in at least four documents cited in the essay.
- Analyzes the documents in additional ways (e.g., develops more groupings).
- Recognizes and develops change over time.
- Brings in relevant “outside” information.

## Examples of Acceptable Point of View

### Relating authorial point of view

- Considering the fact that Olympe de Gouges wrote the Declaration of Rights of Woman, it can be assumed that she believed that women were truly equal to men and should have the same rights.

### Evaluating Reliability

- Document 6 comes from a middle-class British wife who would probably be following the social mores of the time period.

### Different documents serve different purposes

- Although the **wording of John Stuart Mill's works explains how women are enslaved, his tone, and the fact that he credits his wife with co-writing suggest that he does not agree with these views.**

## Examples of Unacceptable Point of View

- Jules Michelet is concerned about declining French marriage and birth rates would **naturally be against women's rights.**
  - **Why is this unacceptable?** This is merely attribution with no attempt to explain WHY he believes women should stay at home.
- Document 9 is biased because the author is a feminist.
  - **Why is this unacceptable?** This is merely attribution with no attempt to CONNECT the document with the person.
- Frederick Engels is biased because he is a communist.
  - **Why is this unacceptable?** There is no EXPLANATION as to why he might feel this way.

Adapted from the AP European History 2013 Scoring Guidelines.

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