

2024



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# AP<sup>®</sup> European History

## Sample Student Responses and Scoring Commentary Set 1

### **Inside:**

#### **Document-Based Question**

- Scoring Guidelines**
- Student Samples**
- Scoring Commentary**

**Question 1: Document-Based Question, 19th Century Feminist Movement Econ vs Pol Equality**

**7 points**

**General Scoring Notes**

- Except where otherwise noted, each point of these rubrics is earned independently; for example, a student could earn a point for evidence without earning a point for thesis/claim.
- **Accuracy:** The components of these rubrics require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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 essays 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.

Evaluate whether the feminist movement of the 1800s was motivated primarily by a desire to achieve economic equality or a desire to achieve political equality.

Reporting Category	Scoring Criteria	
<p><b>Row A</b> <b>Thesis/Claim</b>  <b>[0-1 points]</b></p>	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.</p>
<b>Decision Rules and Scoring Notes</b>		
<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>• Are not historically defensible.</li> <li>• Only restate or rephrase the prompt.</li> <li>• Do not respond to the prompt.</li> <li>• Do not establish a line of reasoning.</li> <li>• Are overgeneralized.</li> </ul>		<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>• Provide a historically defensible thesis or claim about whether the feminist movement of the nineteenth century was motivated primarily by the desire for political or economic equality. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument.</li> </ul>
<p><b>Examples that do not earn this point:</b></p> <p><b>Provide a restatement of the prompt</b></p> <ul style="list-style-type: none"> <li>• <i>“Political rights and economic opportunity were both important to feminists of the 1800s.”</i></li> </ul> <p><b>Provide a historically defensible claim, but do not establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li>• <i>“Feminists were primarily interested in achieving political equality.”</i></li> </ul> <p><b>Do not respond to the prompt</b></p> <ul style="list-style-type: none"> <li>• <i>“The feminist movement was unable to achieve its goals in the 1800s.”</i></li> </ul>		<p><b>Examples that earn this point:</b></p> <p><b>Establish a line of reasoning that evaluates the topic of the prompt</b></p> <ul style="list-style-type: none"> <li>• <i>“While feminists were mostly motivated by the desire to achieve political equality through voting rights, many of them saw this as a means to gain economic equality in the workplace.”</i></li> </ul> <p><b>Establish a line of reasoning that evaluates the topic of the prompt with analytic categories</b></p> <ul style="list-style-type: none"> <li>• <i>“Women’s movements of the 1800s were primarily motivated to achieve political equality in two forms—the right to vote and the recognition of various legal rights.”</i></li> </ul> <p><b>Establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li>• <i>“Feminists mostly fought for political equality by attempting to secure the right to vote.”</i> [Minimally acceptable thesis/claim]</li> </ul>
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion [which may not be limited to the first or last paragraphs].</li> <li>• The thesis or claim must identify a relevant development[s] in the period, although it is not required to encompass the entire period.</li> </ul>		

Reporting Category	Scoring Criteria	
<p><b>Row B</b> <b>Contextualization</b></p>	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Describes a broader historical context relevant to the prompt.</p>
<p>[0-1 points]</p>	<p><b>Decision Rules and Scoring Notes</b></p>	
<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>• Provide an overgeneralized statement about the time period referenced in the prompt.</li> <li>• Provide context that is not relevant to the prompt.</li> <li>• Provide a passing phrase or reference.</li> </ul> <p><b>Examples that do not earn this point:</b></p> <p><b>Do not provide context relevant to the topic of the prompt</b></p> <ul style="list-style-type: none"> <li>• <i>“The Catholic Church continued to keep women out of important religious roles in the 1800s.”</i></li> </ul> <p><b>Provide an overgeneralized statement about the time period referenced in the prompt</b></p> <ul style="list-style-type: none"> <li>• <i>“The nineteenth century was a period of great political change, including for women.”</i></li> </ul> <p><b>Provide a passing phrase or reference</b></p> <ul style="list-style-type: none"> <li>• <i>“Feminists have generally concentrated on improving the position of women.”</i></li> </ul>	<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>• Accurately describe a context relevant to whether the feminist movement in the nineteenth century was primarily motivated by a desire for economic or political equality.</li> </ul> <p><b>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</b></p> <ul style="list-style-type: none"> <li>• Enlightenment ideas about universal human rights</li> <li>• Expansion of voting rights [to men] in various European countries during the nineteenth century</li> <li>• Industrialization’s effect on women’s participation in the workforce</li> <li>• Bourgeois ideas of gender: separate spheres, the cult of domesticity</li> <li>• The French Revolution’s / liberalism’s universalist pledge of legal equality</li> <li>• Specific policies affecting women during the early stages of the French Revolution</li> <li>• Changes in ideas of child-rearing and education</li> <li>• Marxist / socialist / utopian ideas about women’s roles</li> <li>• Ultimate achievement of voting rights for women in the twentieth century</li> </ul> <p><b>Examples of acceptable contextualization:</b></p> <ul style="list-style-type: none"> <li>• <i>“Drawing on the French Revolution’s ideas about political equality of all citizens, 19th century feminists sought to gain rights for women.”</i></li> <li>• <i>“Many ideologies sought to enhance the political or economic position of oppressed groups in the 1800s.”</i> [Minimally acceptable contextualization]</li> </ul>	
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• The response must describe broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question that are relevant to the topic of the prompt.</li> <li>• To earn this point, the context provided must be more than a phrase or reference.</li> </ul>		

Reporting Category	Scoring Criteria		
Row C Evidence  [0-3 points]	<b>Evidence from the Documents</b>		
	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Uses the content of at least <b>three</b> documents to address the <b>topic</b> of the prompt.	<b>2 points</b> Supports an <b>argument</b> in response to the prompt using at least <b>four</b> documents.
<b>Decision Rules and Scoring Notes</b>			
<b>Responses that do not earn points:</b> <ul style="list-style-type: none"> <li>Use evidence from less than three of the documents</li> <li>Misinterpret the content of the document</li> <li>Quote the content of the documents without providing an accompanying description</li> <li>Address documents collectively rather than considering separately the content of each document</li> </ul>	<b>Responses that earn 1 point:</b> <ul style="list-style-type: none"> <li>Accurately describe—rather than simply quote—the content from at least three of the documents to address whether the feminist movement in the nineteenth century was primarily motivated by a desire for economic or political equality.</li> </ul> <b>Examples of describing the content of a document:</b> <b>Describe evidence from the documents relevant to the topic but do not use that evidence to support an argument</b> <ul style="list-style-type: none"> <li>[Document 2]: <i>“Mozzoni [Doc 2] thinks women can contribute more than just their physical labor to society.”</i></li> <li>[Document 5]: <i>“The photograph shows that the strikers seeking better working conditions were mostly women”</i></li> </ul>	<b>Responses that earn 2 points:</b> <ul style="list-style-type: none"> <li>Support an argument in response to the prompt by accurately using the content of at least four documents.</li> </ul> <b>Examples of supporting an argument using the content of a document:</b> <ul style="list-style-type: none"> <li>[Document 4]: <i>“Zetkin is intensely focused on the economic issue of improving women’s wages.”</i> [Describes and connects the contents of the document to an argument regarding economic motivations of feminists]</li> <li>[Document 3]: <i>“Fawcett argues that gaining the same rights as men will address the injustices faced by women.”</i> [Describes and connects the content of the document to an argument regarding legal and political economic motivations of feminists]</li> <li>[Document 5]: <i>“The strikers in the photograph are less interested in political rights than in decent working conditions.”</i> [Describes and connects the contents of the document to an argument regarding economic motivations of feminists]</li> </ul>	
<b>Additional Notes:</b> <ul style="list-style-type: none"> <li>To earn two points, the four documents do not have to be used in support of a single argument—they can be used across sub-arguments or to address counterarguments.</li> </ul>			

<b>Row C</b> <b>[Continued]</b>	<b>Evidence beyond the Documents:</b>	
	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Uses at least one additional piece of specific historical evidence [beyond that found in the documents] relevant to an argument in response to the prompt.</p>
	<b>Decision Rules and Scoring Notes</b>	
<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>• Provide evidence that is not relevant to an argument about the prompt.</li> <li>• Provide evidence that is outside the time period or region specified in the prompt.</li> <li>• Repeat information that is specified in the prompt or in any of the documents.</li> <li>• Provide a passing phrase or reference.</li> </ul>	<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>• Must use at least one specific piece of historical evidence relevant to whether the feminist movement in the nineteenth century was primarily motivated by a desire for economic or for political equality</li> </ul> <p><b>Examples of specific and relevant evidence beyond the documents that earn this point include the following, if appropriate elaboration is provided:</b></p> <ul style="list-style-type: none"> <li>• Efforts to reform working conditions and urban living conditions</li> <li>• Nuclear families and the cult of domesticity</li> <li>• Companionate marriage</li> <li>• Liberal ideas of popular sovereignty and its limitations</li> <li>• Radicals demanding universal suffrage</li> <li>• Classical early feminist writings, such as those of Olympe de Gouges or Mary Wollstonecraft</li> <li>• Specific events or activists from the votes-for-women / suffragette movement not mentioned in the documents [e.g., Emmeline Pankhurst, John Stuart Mill]</li> <li>• Specific regulations or practices regarding women’s labor not mentioned in the documents [e.g., Mines Act, Factory Acts]</li> <li>• Specific examples or dates of the extension of the franchise to women</li> <li>• Women’s organizations for achieving economic or political equality [e.g., Women’s Social and Political Union]</li> <li>• Women’s participation in nineteenth-century revolutionary activities [e.g., women’s role in the Paris Commune]</li> </ul> <p><b>Examples of evidence beyond the documents relevant to an argument about the prompt:</b></p> <ul style="list-style-type: none"> <li>• <i>“Feminists were inspired by the successful expansion of male suffrage through the Reform Bills in Britain and revolutions in France to seek voting rights for women as well.”</i> [Provides a piece of evidence not in the documents relevant to an argument about the prompt]</li> <li>• <i>“In Britain, the suffragette movement under the leadership of Pankhurst turned to radical protests to achieve political rights for women.”</i> [Provides a piece of evidence not in the documents relevant to an argument about the prompt]</li> </ul>	
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• Typically, statements credited as evidence will be more specific than statements credited as contextualization.</li> <li>• To earn this point, the evidence provided must be different from the evidence used to earn the point for contextualization.</li> <li>• To earn this point, the evidence provided must be more than a phrase or reference.</li> <li>• The point for evidence beyond the documents may be awarded for evidence that appears in any part of the response.</li> </ul>		

Reporting Category	Scoring Criteria	
<p><b>Row D</b>  <b>Analysis and Reasoning</b>   <b>[0-2 points]</b></p>	<b>Sourcing</b>	
	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> For at least <b>two</b> documents, explains how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument.</p>
	<b>Decision Rules and Scoring Notes</b>	
<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>Explain sourcing for fewer than two of the documents.</li> <li>Identify the point of view, purpose, historical situation, and/or audience but fail to explain how or why it is relevant to an argument.</li> <li>Summarize the content or argument of the document without explaining the relevance of this summary to the point of view, purpose, historical situation, and/or audience.</li> </ul> <p><b>Examples that do not earn this point:</b></p> <p><b>Identify the point of view, purpose, historical situation, and/or audience, but do not explain how or why it is relevant to an argument</b></p> <ul style="list-style-type: none"> <li>“Bazan is addressing readers outside her own country.”</li> </ul> <p><b>Summarize the content of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience</b></p> <ul style="list-style-type: none"> <li>“The female strikers in the photograph were trying to gain greater economic security.”</li> </ul>	<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>Must explain how or why—rather than simply identifying—the document’s point of view, purpose, historical situation, or audience is relevant to an argument that addresses the prompt for each of the two documents sourced.</li> </ul> <p><b>Example of acceptable explanation of the relevance of the author’s point of view:</b></p> <ul style="list-style-type: none"> <li>[Document 3]: “As a woman writing for a male-owned journal, Fawcett is trying to convince men that they should support the cause of women’s rights as well.” [Explains how point of view affects the purpose of Fawcett’s writing]</li> </ul> <p><b>Example of acceptable explanation of the relevance of the author’s purpose:</b></p> <ul style="list-style-type: none"> <li>[Document 5]: “The photographer is attempting to show the strikers’ desire for economic improvement in a sympathetic light by depicting them as somber and serious.” [Explains how a likely purpose influences the way the workers are portrayed]</li> </ul> <p><b>Example of acceptable explanation of the relevance of the historical situation of a source:</b></p> <ul style="list-style-type: none"> <li>[Document 4]: “Writing in exile, Zetkin is free to make unrestrained attacks on the bad effects of capitalism on German workers.” [Explains how Zetkin’s historical situation influences her tone]</li> </ul> <p><b>Example of acceptable explanation of the relevance of the audience:</b></p> <ul style="list-style-type: none"> <li>[Document 7]: Dissard’s warning about the dire economic consequences of a proposed law is intended to resonate with her female audience.” [Explains how the audience of Dissard’s piece shapes her message]</li> </ul>	

Row D [continued]	Complexity	
	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Demonstrates a complex understanding of the historical development that is the focus of the prompt through sophisticated argumentation and/or effective use of evidence.</p>
<b>Decision Rules and Scoring Notes</b>		
	<p><b>Responses that earn this point:</b> May demonstrate a complex understanding through sophisticated argumentation that is relevant to the prompt. This may be done in a variety of ways, such as:</p> <ul style="list-style-type: none"> <li>• Explaining multiple themes or perspectives to explore complexity or nuance; OR</li> <li>• Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR</li> <li>• Explaining both cause and effect, both similarity and difference, or both continuity and change; OR</li> <li>• Explaining relevant and insightful connections within and across periods or geographical areas. These connections should clearly relate to an argument that responds to the prompt.</li> </ul> <p>May demonstrate a complex understanding through effective use of evidence relevant to an argument that addresses the prompt. This may be done in a variety of ways, such as:</p> <ul style="list-style-type: none"> <li>• Effectively using <b>seven</b> documents to support an argument that responds to the prompt; OR</li> <li>• Explaining how the point of view, purpose, historical situation, and/or audience of at least <b>four</b> documents supports an argument that responds to the prompt; OR</li> <li>• Using documents and evidence beyond the documents effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt.</li> </ul> <p><b>Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided:</b></p> <ul style="list-style-type: none"> <li>• Analyzing the influence of different levels of economic and social development in different countries on feminists’ motivations in those countries. [Explaining nuance of an issue by analyzing multiple variables]</li> <li>• Comparing feminists’ goals of the 1800s with those of the 1900s. [Explaining insightful connections across periods]</li> <li>• Arguing, for instance, that the demand for political rights was of more fundamental importance since it would contribute to greater economic opportunities. [Confirming the validity of an argument by corroborating multiple perspectives across themes]</li> <li>• Challenging the premise of the prompt by pointing out evidence that suggests the drive for political rights and the drive for economic improvement were often intertwined. [Using documents and evidence beyond the documents effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt]</li> </ul>	
	<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• This complex understanding must be part of the argument and may be demonstrated in any part of the response.</li> <li>• While it is not necessary for this complex understanding to be woven throughout the response, it must be more than merely a phrase or reference.</li> <li>• To earn a point for complexity by using seven documents in support of an argument, there must be an attempt to use all seven documents to effectively support an argument, but the use of the documents may be unevenly or inconsistently developed, or the document use may be weaker in one or two instances.</li> </ul>	

## Document Summaries

Document	Summary of Content	Explains the relevance of point of view [POV], purpose, situation, and/or audience by elaborating on examples such as:
1. Voilquin, <i>New Woman</i> article, 1833	<ul style="list-style-type: none"> <li>Legislatures have excluded women, but made laws governing them</li> <li>The Code Napoleon entrenches male dominance</li> </ul>	<ul style="list-style-type: none"> <li>Voilquin is writing after France has undergone several revolutions and new constitutions, with no improvement in women’s legal and political rights. [historical situation]</li> <li>Voilquin is pointing out the hypocrisy of male legislators in a magazine aimed at women. [audience/purpose]</li> </ul>
2. Mozzoni on new civil code in Italy, 1865	<ul style="list-style-type: none"> <li>Current laws in Italy oppress women and there is great desire to change them</li> <li>Old-fashioned ideas about gender expressed in the current laws are not taken seriously</li> <li>Women should have a role in government and the professions</li> </ul>	<ul style="list-style-type: none"> <li>Mozzoni is writing shortly after Italian unification when government and legal reform is at the forefront of the public debates. [historical situation]</li> <li>As a female member of a profession, Mozzoni believes that women are capable of contributing mental as well as physical labor for the improvement of society. [POV]</li> </ul>
3. Fawcett on female suffrage, 1870	<ul style="list-style-type: none"> <li>Men and women should support female suffrage</li> <li>Women are not fairly represented by male legislators, as proven by current laws concerning mothers’ rights</li> </ul>	<ul style="list-style-type: none"> <li>Writing in a male-owned journal, Fawcett uses the opportunity to gain male support for female suffrage. [POV/audience]</li> <li>Fawcett uses the specific example of injustice to mothers to strike a chord with a male audience. [purpose/audience]</li> </ul>
4. Zetkin on wage equality, 1887	<ul style="list-style-type: none"> <li>Women workers are as productive as men, but are paid less</li> <li>This lower pay drives down wages for everyone</li> <li>Lack of unionization is to blame</li> </ul>	<ul style="list-style-type: none"> <li>As a Marxist, Zetkin is concerned with economic inequality. [POV]</li> <li>As an advocate for the working class in general, Zetkin wants people to see women’s low pay as a problem for male workers as well. [POV/purpose]</li> </ul>
5. match strike photo, 1888	<ul style="list-style-type: none"> <li>The strikers are mostly young women</li> <li>The strikers are portrayed as dignified, respectable individuals</li> </ul>	<ul style="list-style-type: none"> <li>By humanizing the strikers, the photographer is attempting to dispel hostility and gain sympathy for their cause. [purpose]</li> <li>By reminding viewers that the strikers were mostly women and children, the photographer is pointing out the failure of earlier government efforts to significantly improve working conditions for women and children in this industry. [historical situation]</li> </ul>

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<p>6. Bazan on women in Spain, 1889</p>	<ul style="list-style-type: none"> <li>• Improvements in political rights in Spain have actually widened the gap between men and women</li> <li>• Anecdote about a hypocritical liberal professor who is glad his wife does not share his views</li> </ul>	<ul style="list-style-type: none"> <li>• Writing to an audience outside Spain, Bazan perhaps feels freer to criticize her own country. [audience]</li> <li>• Bazan is appealing to women in countries where the feminist movement is closer to its goal of female suffrage. [audience/historical situation]</li> </ul>
<p>7. Dissard on labor laws, 1900</p>	<ul style="list-style-type: none"> <li>• New law supposedly intended to protect women workers is in fact intended to protect men’s wages</li> <li>• When passed, it will be selectively enforced to women’s disadvantage because women can’t vote</li> </ul>	<ul style="list-style-type: none"> <li>• Writing in a journal owned by women, Dissard is empowered to point out the hypocritical intent of the “protective” law. [POV/historical situation]</li> <li>• As an activist for women’s issues, Dissard is asserting that feminists and women of the working class have a common interest. [POV]</li> </ul>

● **Important:** Completely fill in the circle that corresponds to the question you are answering on this page.

Mandatory  
Question 1

Question 2

Choose one  
Question 3

Question 4

Begin your response to each question at the top of a new page. Do not skip lines.

The 19th century was full of commotion for the feminist community in Europe. Many law codes of before, such as the Napoleonic Code, had already grown outdated with regards to only giving men, natural right that were otherwise limited to women, and it was very much recurrent throughout Europe. In addition, with the Industrial Revolution already going on, women also did not face equality in the workplace in the industrial cities like Manchester, after having to deal with housework and child rearing before this. With all of this in mind, however, it should be said that the 19th century feminist movement was primarily motivated by the desire to achieve political equality for women, mostly through law reform and the advocacy for the recognition of women.

First, women sought to change the law to extend their political rights. Such evidence can be seen when Mozzoni states how the Italian law code has several major flaws that are acting as obstacles in the way of feminist social progress. Given how many were already used

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Question 1

Question 2

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Question 4

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to believing that women should maintain the traditional of a politically quiet housewife, it easy to understand where she is coming from. She was hoping that such primitive values upheld by Italian could be dealt with the Legislature. To add onto this, Volquin ~~refers~~ directly refers to certain articles in the Napoleonic Code ~~that~~ to show how the law is detrimental to women like her. <sup>(over)</sup> It should be noted that she published the article she wrote here in a ~~French~~ French feminist journal, showing how urgent it was for her fellow feminists to know that the law was right up against them.

Second, women in this time period were trying to seek political recognition. This is shown with Fawcett questioning the representation of women in law, education, and social life. <sup>(over)</sup> She published her statement in a male-oriented liberal magazine, in the hopes of revealing to the opposite sex how unfair women are treated by the law of the British government. In addition, Bazin demonstrates how regular female citizens of Spain do not get to enjoy ~~the~~ any ability to exercise their political rights!

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She even recounts the anecdote involving a professor not bringing his wife to a meeting about liberalism, that some women were possibly participating in. This is reminiscent of Rousseau's thinking on women. Despite his advocacy for liberalism and democracy, he believed that women were not to be involved in it ~~whatsoever~~ whatsoever, which ended up triggering feminists like Mary Wollstonecraft.

However, some experts say that this First Wave of feminism, as it is called, was driven by a desire to achieve female economic equality. They might refer to pictures of workers' strikes primarily held by women who sought safer working conditions and shorter hours of labor (Doc 5).

Furthermore, Zetkin brings up how female workers' union must be formed in order to achieve higher wages on the level of men, indicating the desire for economic success among women at the time (Doc 4). However, there is a sense of hypocrisy in this. Dissard notes how many French working-class women were protesting against the limitations on working hours and types of work that women were to be working with.

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(Doc 7). This runs counter to the strikes against long working hours and hazardous factory conditions women faced in other parts of Europe. It can be said, then, that <sup>there</sup> was no sense of unification among feminists with respect to economic rights, unlike the protests held en-masse for their political rights to be extended.

In conclusion, 19th century feminism was mostly for <sup>the</sup> political recognition of women. Many feminists sought to change the law in order to leave behind the traditional medieval view of women that permeated Europe since the 15th century. They also wanted legislatures in their respective countries to recognize them as politically on the same level as men were. Despite efforts to seek economic liberty at work, feminists were much more united on the political spectrum than ~~on~~ on economics, especially with their differing levels of the intensity of their liberalism, whether they be Marxist or socialist.

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Begin your response to each question at the top of a new page. Do not skip lines.

Beginning with the enlightenment, ideas on the ~~roles~~ roles of individuals and genders ~~was~~ developed significantly. In particular, the role of women was scrutinized more thoroughly. ~~Rousseau~~ Rousseau, an enlightenment thinker argued for increased female education and participation on the grounds of equal mental faculties. Mary Wollstonecraft presented similar arguments advocating for equality in opportunities. Philosophes such as these influenced the feminist movements which advocated for equality between the genders, especially in regards to ~~political~~ politics which was a major source of contention throughout European history. Despite a definitively present motivation due to economic equality, the feminist movement of the 1800s was primarily influenced by political equality as evidenced by a lack of representation and unequal laws.

Throughout the course of history women were typically relegated to an almost nonexistent role in rule and politics. In the 1800s this was almost no different as described by document 2 which questions why women were subject to the laws of the French government despite having no say in their creation. Suzanne Voilquin, the author, and many other women in France felt that their lack of political equality necessitated a change in the system which would bring the genders closer to true equality, the goal of feminism. The point of view expressed <sup>(political equality)</sup> in this excerpt can be trusted as representative of the female population due to the excerpt being edited by other women who would have had to approve the message, argument, and goal. The argument over lack of representation presented in the article likely

Page 2

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● **Important:** Completely fill in the circle that corresponds to the question you are answering on this page.

Mandatory  
Question 1

Question 2

Choose one  
Question 3

Question 4

Begin your response to each question at the top of a new page. Do not skip lines.

draws from the American revolution. This revolution occurred prior to the 1800s and the creation of this article. It was founded on the principle of no taxation without representation. The colonies were subject to the laws/taxes of Britain despite a lack of representation in Parliament. ~~the~~ Volquin draws up a parallel argument ~~using~~ the same core logic and basis of inequality. Document 2 describes how women already have significant economic opportunity, but lack the same regarding politics. ~~the laws in Italy were wrought~~ The laws in Italy were wrought with outdated prejudices against women which limited their rights. Despite this, the women had no power to change things meaning feminists encouraged the necessity of political equality. This work was published as a pamphlet, meaning it was intended to reach the largest audience it could. Its focus on political equality and intended audience of all possible readers demonstrate the widespread feminist push for political equality over economic equality.

Unequal laws also created the feminist drive for political equality. Document 3 describes laws that prohibit women from owning property, keeping guardianship of children, and even keeping their own wages in some cases. Although some may argue that these laws constitute a push for economic equality, the core issue remains political. The women needed political equality to produce a change in the economic sector. Document 7 describes the passing of laws that limit women's opportunities to work, arguing for economic equality. However, Clotilde Dissard ends the excerpt by underlining the truly political nature of the issue. Without representation, the women have no method of furthering equality. Steps must be taken in order starting with the feminist movement

Page 3

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Question 1

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Question 3

Question 4

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ad vocating for political equality. Document 3 was ~~written~~ written by a British feminist who was likely engaged in the movement thoroughly. Her connection to other feminists means her account ~~is~~ being representative of the <sup>whole</sup> ~~is~~ is much more likely. Document 7 was published in a newspaper edited and published by women, meaning there was likely no male influence to corrupt the article.

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Important: Completely fill in the circle that corresponds to the question you are answering on this page.

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Question 1

Question 2

Choose one  
Question 3

Question 4

Begin your response to each question at the top of a new page. Do not skip lines.

The feminist movement of 1800s was primarily motivated by a desire to achieve political equality. 1800s were a time of the industrial revolution and there was a gender boundary because they thought men had better work man skills than women. Women were paid less than men, also they had social standards for women like they were suppose to take care of the kids and clean. The feminist movement was started to change there political and economic situation. Document 1 supports this claim it state that "In theory laws are made in everyones interest and approved and consented to by everyone but it's that really the case." Suzanne Voliquin draws the arguement that laws are made for everyone then women should not be an outlier in the law. Document 2 also has the same perspective that women should ~~not be~~ be in consideration when making laws and how women are look-as property. In Document 3 writing by a British Feminist states "If the extension of political power to women is in accordance with reason and justice both [men and women] ought to be equally bound to support the claim of women's suffrage." This passage

Page 2

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**Question 1**

Choose one  
**Question 2**

**Question 3**

**Question 4**

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claims that if women and men are bound by law then the social have equal say. Document 6 claims that men have gained more rights and privileges than women and it is unfair. Women in 1900 hundreds wanted better pay more rights and a change the starting point in the women's rights in pay was WW1 and WW2 where the men went to war the women work to build planes etc. and we the most important part of how we won the wars.

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## Question 1— Document-Based Question

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

### Overview

The Document-Based Question (DBQ) is designed to evaluate the degree to which students can analyze various types of historical documents in constructing an essay that responds to the tasks required by the prompt. Responses are assessed on the extent to which they meet seven requirements specified in the generic rubric and the scoring guidelines.

The 2024 DBQ asked students to evaluate whether the feminist movement of the 1800s was motivated primarily by a desire to achieve economic equality or by a desire to achieve political equality. Students were provided with seven documents (one of which was a photo) on which to base their responses. To answer this question, students had to have an understanding of Unit 6 topics relating to the Industrial Revolution as well as nineteenth-century social, political, and reform movements linked to the feminist movement.

Students were asked to write an essay containing a historically defensible thesis that takes a position and establishes a line of reasoning about whether economic motivations or political motivations were the main catalyst for the feminist movement of the 1800s. The responses were expected to provide context by linking the feminist movement to a broader historical context relevant to the prompt (e.g., Enlightenment ideas about universal human rights or the effect of industrialization on women’s participation in the workforce).

To earn one point for evidence, students were required to describe the content of at least three documents to address the primary motivation for the feminist movement. To earn two evidence points, students had to accurately use the content of at least four documents to support an argument or arguments related to economic and/or political motivations for the feminist movement. To earn a third evidence point, students were required to use one additional relevant piece of specific historical evidence in support of an argument related to the prompt.

For at least two documents, students were expected to identify and explain how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument associated with economic or political motivations linked to the start of the feminist movement in the 1800s. Finally, responses were required to demonstrate a complex understanding of the motivations behind the feminist movement. There were many possible paths to earn the point for complex understanding. For example, responses this year earned a point for effectively using all seven documents in support of one or more arguments related to the prompt or for effectively sourcing four documents. Other paths to earning the point for complex understanding include analyzing multiple variables or causes, linking arguments to change and continuity over time, making relevant and insightful connections within and across time periods and geographic areas or themes, or qualifying or modifying an argument by considering diverse or alternative views or evidence.

## Question 1— Document-Based Question (continued)

**Sample: 1A**

**Thesis Score: 1**

**Contextualization Score: 1**

**Evidence Score: 3**

**Analysis and Reasoning Score: 1**

**Total Score: 6**

### **A. Thesis/Claim (0–1 points): 1**

The response earned 1 point for thesis for an argument at the end of the first paragraph establishing a line of reasoning linking the growth of the feminist movement to a need for legal reform and the recognition of women.

### **B. Contextualization (0–1 points): 1**

The response earned 1 point for contextualization. In the first paragraph, it situates the growth of European feminism in the context of the movement of women to industrial jobs (e.g., Manchester) and the traditional role of women as wives and mothers.

### **C. Evidence (0–3 points): 3**

#### **Uses the content of at least three documents to address the topic of the prompt: 1**

The response earned the first evidence point by correctly using the content of at least three documents: 1, 2, 3, 4, 5, 6, and 7.

#### **Supports an argument in response to the prompt using at least four documents: 1**

The response earned an additional evidence point for using all seven documents to support arguments about the political and economic causes of the feminist movement.

#### **Uses at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt: 1**

The response earned one point for a specific discussion in the third paragraph about the ideas of Rousseau (anti-feminist) and Wollstonecraft (pro-women) related to the issue of women seeking political recognition.

### **D. Analysis and Reasoning (0–2 points): 1**

#### **Sourcing for at least two documents: 0**

The response did not earn the first analysis and reasoning point because it only correctly sources Document 3 (audience). Attempts were made to source Documents 1 and 6. These attempts are document summaries rather than document analysis.

## Question 1— Document-Based Question (continued)

### Demonstrating Complex Understanding: 1

The response earned the second analysis and reasoning point for effectively using all seven documents to support arguments about both the political and economic causes of the feminist movement.

**Sample: 1B**

**Thesis Score: 1**

**Contextualization Score: 1**

**Evidence Score: 2**

**Analysis and Reasoning Score: 0**

**Total Score: 4**

#### A. Thesis/Claim (0–1 points): 1

The response earned 1 point for thesis for an argument at the end of the first paragraph establishing a line of reasoning linking political causes (lack of representation and unequal laws) to the feminist movement.

#### B. Contextualization (0–1 points): 1

The response earned 1 point for contextualization located in the first paragraph with a discussion of the Enlightenment and Wollstonecraft. The discussion of Rousseau is erroneous and not credited.

#### C. Evidence (0–3 points): 2

##### Uses the content of at least three documents to address the topic of the prompt: 1

The response earned the first evidence point by correctly using the content of at least three documents: 1, 2, 3, and 7.

##### Supports an argument in response to the prompt using at least four documents: 1

The response earned an additional evidence point for using Documents 1, 2, 3, and 7 to support arguments about the political causes of the feminist movement.

##### Uses at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt: 0

The response did not earn the point for evidence beyond the documents because the information about the American Revolution is historically dubious and not relevant to an argument based on the prompt.

## Question 1— Document-Based Question (continued)

### D. Analysis and Reasoning (0–2 points): 0

#### Sourcing for at least two documents: 0

The response did not earn the first analysis and reasoning point because it only successfully sourced document 2 (audience). Unsuccessful sourcing attempts were made for Documents 1, 3, and 7; these attempts were either generalized or historically indefensible.

#### Demonstrating Complex Understanding: 0

The response did not earn the second analysis and reasoning point because it does not attempt a complex understanding of the topic through sophisticated argumentation or effective use of documents.

#### Sample: 1C

**Thesis Score: 0**

**Contextualization Score: 0**

**Evidence Score: 2**

**Analysis and Reasoning Score: 0**

**Total Score: 2**

### A. Thesis/Claim (0–1 points): 0

The response did not earn the point for thesis, as the first sentence is an attempt which does not establish a line of reasoning, but instead only repeats some of the words of the prompt.

### B. Contextualization (0–1 points): 0

The response did not earn the point for contextualization because the discussion in the first paragraph of female inequality in the workplace and female family responsibilities is information found in the documents.

### C. Evidence (0–3 points): 2

#### Uses the content of at least three documents to address the topic of the prompt: 1

The response earned the first evidence point by correctly using the content of at least three documents: Documents 1, 2, 3, and 6.

#### Supports an argument in response to the prompt using at least four documents: 1

The response earned an additional evidence point because it uses Documents 1, 2, 3, and 6 in support of a political argument linked to the cause of the feminist movement.

### **Question 1— Document-Based Question (continued)**

#### **Uses at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt: 0**

The response did not earn the point for evidence beyond the documents because the outside information concerning women working during WWI and WWII is historically inaccurate (women did not earn the same as men) and is outside the time period specified by the prompt.

#### **D. Analysis and Reasoning (0–2 points): 0**

##### **Sourcing for at least two documents: 0**

The response did not earn the first analysis and reasoning point because there is no evident attempt to source any of the documents.

##### **Demonstrating Complex Understanding: 0**

The response did not earn the second analysis and reasoning point because it does not show evidence of a complex understanding of the topic through sophisticated argumentation or effective use of documents.