

**EUROPEAN HISTORY**

**SECTION II**

**Total Time—1 hour and 40 minutes**

**Question 1 (Document-Based Question)**

**Suggested reading and writing time: 1 hour**

**It is suggested that you spend 15 minutes reading the documents and 45 minutes writing your response.**

**Note: You may begin writing your response before the reading period is over.**

**Directions:** Question 1 is based on the accompanying documents. The documents have been edited for the purpose of this exercise.

In your response you should do the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using at least four documents.
- Use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
- For at least two documents, explain how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Demonstrate a complex understanding of a historical development related to the prompt through sophisticated argumentation and/or effective use of evidence.

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**Begin your response to this question at the top of a new page in the separate Free Response booklet  
and fill in the appropriate circle at the top of each page to indicate the question number.**

- 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.

**Document 1**

**Source:** Suzanne Voilquin, French writer and utopian socialist, “The Justice of Men,” article in the journal *New Woman*, which she edited and published with other women, Paris, 1833

In theory, the laws are made in everyone’s interest and approved and consented to by everyone, but is that really the case? Humanity is not composed only of men. Dear legislators, please tell me, if we women are half of everyone, have you ever at any time admitted women among yourselves to uphold our rights? And if we women have never had our own representatives to discuss and prevent the oppressive laws that you have drawn up against us, explain by what right would you have us remain forever submissive to these laws?

Take our French Civil Code [created by Napoleon in 1804]. I, a weak woman, feel today the strong need to protest the arbitrary and vicious rules that you have included in it. For example, you male legislators tell us, in Article 213, “The wife owes obedience to her husband.” Or take Article 214: “The wife is obligated to live with her husband and follow him everywhere that he wishes to reside.” Is it not clear to you that your laws are our enslavement, in that they do not allow us to be ourselves?

**Document 2**

**Source:** Anna Maria Mozzoni, Italian journalist, “Women and the Project for the New Italian Civil Code,” pamphlet published in Milan, 1865

[I would like to] draw the attention of the Legislature and of our honest citizens to the miserable conditions women are subject to under our current civil laws. Even though all of Italy is aware of the laws' imperfections—as evidenced by the fact that we are trying to reform them—there are numerous entrenched interests, widespread prejudices and centuries-old habits that make it extremely difficult, if not impossible to achieve progress.

The recognition of the rights of women is nowadays something that is demanded by the people; it is a principle that is accepted by all civilized nations. There is not a husband today who takes the idea of full legal dominion over his wife seriously, nor a son who denies the property rights of his mother. If these ideas are all but extinct in our society, why would we want to uphold them in our laws?

What I would wish from the Legislature is that instead of excluding women from public functions the law should allow women to play a public role. Our society already employs the physical labor of women in the factories and is content with having them work alongside men, without concerning itself with whose muscles are the stronger. I see no reason why we cannot also make better use of women's minds, which, if we give them a chance, will be found not to be as empty as many contend.

**Document 3**

**Source:** Millicent Garrett Fawcett, British feminist and political activist, article published in the male-owned liberal magazine *Fortnightly Review*, 1870

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 claims of women to the suffrage.

It is frequently said that women are sufficiently represented under the present system, and that their interests have always been protected by the legislature.

Are women sufficiently represented? Is it [fair] that the laws should render a married woman incapable of owning or acquiring property and allow the husband to deprive her even of her own earnings? Is that law just that gives a married woman no legal right to the guardianship of her own children? If women were sufficiently represented, would they be excluded from participation in the great educational institutions of the country, as they are today? Would the door of nearly all [well-paying], and, at the same time, honorable employments be shut against them, as it is now?

**Document 4**

**Source:** Clara Zetkin, German Marxist journalist, article in *Equality*, a German socialist newspaper for women, written in exile, 1887

Even though the productive capacity of female workers does not lag behind that of male workers, . . . the wages of women workers are far below those of male laborers.

It is not only the women workers who suffer because of the miserable payment for their labor. The male workers, too, suffer because of it. As a consequence of their low wages, the women are transformed from fair competitors into unfair competitors who push down the wages of men. Cheap women's labor means that if male workers want to continue to earn their daily bread, they must put up with low wages. Thus women's work is not only a cheap form of labor, it also cheapens the work of men and for that reason it is doubly appreciated by the capitalist, who craves profits.

Certainly one of the reasons for these poor wages for women is the fact that female workers are not unionized. . . . Thus, in the interest of both men and women workers, it is urgently recommended that the latter be included in trade unions. The larger the number of organized female workers, the sooner will women's wages rise so that soon there may be the realization of the principle of equal pay for equal work regardless of the difference in gender.

**Document 5**

**Source:** Members of the match manufacturers' union on strike outside the Bryant & May match factory in London, 1888. The photograph was published in the autobiography of one of the strike's organizers.



Chroma Collection / Alamy Stock Photo

*The strike involved over 1,400 workers, mostly women, who protested against the long working hours and hazardous working conditions at the factory.*

**Document 6**

**Source:** Emilia Pardo Bazán, Spanish aristocrat, novelist, and journalist, “Women of Spain,” article published in Great Britain and the United States, 1889

The social distance between men and women is greater today than it was in the old Spain. Men have gained rights and privileges in which women have no share. Each new conquest made by men in the field of political liberty . . . makes the role of women in society even more passive than it was before. Educational freedom, religious freedom, the right of public meeting, the suffrage and the parliamentary system only serve to transfer to one half of society the strength which the other half is gradually losing. Nowadays, not a single woman in Spain, from the Queen downward, enjoys the slightest political influence.

I remember that some time ago in my native town, there was a meeting of freethinkers [liberals]. The organizer was a professor of very modern opinions, and he gave notice in the papers that ladies might attend the meeting. When after the meeting the professor was asked why he had not brought his own wife, he answered horror-struck, “My wife? My wife is no freethinker, thank God!”

**Document 7**

**Source:** Clotilde Dissard, French feminist, “The Protection of Women’s Labor,” article in *La Fronde*, a newspaper edited and published by women, 1900

The new law [which limits the working hours and type of work done by women and children] has yet to be voted on by the Senate, but already protests against it can be heard from all over the female working class and from feminist circles.

What do we feminists have against this law? It does not put the male and female worker on a perfectly equal footing but wants to “protect” the woman, whereas the man is considered pure work muscle and quite unworthy of the state’s care. This hypocritical concern by our legislators for female workers is, sadly, cheered on by the trade unions, whose leadership is preoccupied with workplace competition from women and determined to keep women away from the higher-paying jobs, falsely maintaining that female labor lowers men’s wages. These male union leaders directly harm the young unattached women, widows, and unmarried mothers: all those women who suffer and are prepared to work for a starvation wage and who will lose their ability to make a living under the new law’s “protections.”

Despite the many good reasons for protecting women’s labor, this law will be enforced only in cases where men demand it, believing that it will protect their salaries. As for children and the other groups whose labor the law supposedly protects, nobody worries about them, because they, like women, cannot cast a vote in the ballot box.

**END OF DOCUMENTS FOR QUESTION 1**

**Question 2, 3, or 4 (Long Essay)**

**Suggested writing time: 40 minutes**

**Directions:** Answer Question 2 or Question 3 or Question 4.

In your response you should do the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using at least two pieces of specific and relevant evidence.
- Use historical reasoning (e.g., comparison, causation, continuity or change over time) to frame or structure an argument that addresses the prompt.
- Demonstrate a complex understanding of a historical development related to the prompt through sophisticated argumentation and/or effective use of evidence.

2. Evaluate the most significant change in European art during the period 1450 to 1700.

3. Evaluate the most significant change in international relations within Europe during the period 1789 to 1815.

4. Evaluate the most significant economic change in Europe during the period 1945 to 1989.

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**Begin your response to this question at the top of a new page in the separate Free Response booklet and fill in the appropriate circle at the top of each page to indicate the question number.**

WHEN YOU FINISH WRITING, CHECK YOUR WORK ON SECTION II IF TIME PERMITS.

## 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		
Row C Evidence [0-3 points]	Evidence from the Documents		
	<b>0 points</b>	<b>1 point</b>	<b>2 points</b>
	Does not meet the criteria for one point.	Uses the content of at least <b>three</b> documents to address the <b>topic</b> of the prompt.	Supports an <b>argument</b> in response to the prompt using at least <b>four</b> documents.
Decision Rules and Scoring Notes			
<p><b>Responses that do not earn points:</b></p> <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>	<p><b>Responses that earn 1 point:</b></p> <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> <p><b>Examples of describing the content of a document:</b></p> <p><b>Describe evidence from the documents relevant to the topic but do not use that evidence to support an argument</b></p> <ul style="list-style-type: none"> <li>[Document 2]: "Mozzoni [Doc 2] thinks women can contribute more than just their physical labor to society."</li> <li>[Document 5]: "The photograph shows that the strikers seeking better working conditions were mostly women"</li> </ul>	<p><b>Responses that earn 2 points:</b></p> <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> <p><b>Examples of supporting an argument using the content of a document:</b></p> <ul style="list-style-type: none"> <li>[Document 4]: "Zetkin is intensely focused on the economic issue of improving women's wages." [Describes and connects the contents of the document to an argument regarding economic motivations of feminists]</li> <li>[Document 3]: "Fawcett argues that gaining the same rights as men will address the injustices faced by women." [Describes and connects the content of the document to an argument regarding legal and political economic motivations of feminists]</li> <li>[Document 5]: "The strikers in the photograph are less interested in political rights than in decent working conditions." [Describes and connects the contents of the document to an argument regarding economic motivations of feminists]</li> </ul>	<p><b>Additional Notes:</b></p> <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>

Row C [Continued]	Evidence beyond the Documents:	
	0 points Does not meet the criteria for one point.	1 point 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.
<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	
Row D Analysis and Reasoning [0-2 points]	Sourcing	
	<b>0 points</b> Does not meet the criteria for one point.	<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.
Decision Rules and Scoring Notes		
<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><i>"Bazan is addressing readers outside her own country."</i></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><i>"The female strikers in the photograph were trying to gain greater economic security."</i></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]: <i>"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."</i> [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]: <i>"The photographer is attempting to show the strikers' desire for economic improvement in a sympathetic light by depicting them as somber and serious."</i> [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]: <i>"Writing in exile, Zetkin is free to make unrestrained attacks on the bad effects of capitalism on German workers."</i> [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]: <i>Dissard's warning about the dire economic consequences of a proposed law is intended to resonate with her female audience.</i> [Explains how the audience of Dissard's piece shapes her message]</li> </ul>	

Row D [continued]	<b>Complexity</b>	
<b>Decision Rules and Scoring Notes</b>		
	<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>	<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>

6. Bazan on women in Spain, 1889	<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>
7. Dissard on labor laws, 1900	<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>

Reporting Category	Scoring Criteria		
Row B Contextualization	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Describes a broader historical context relevant to the prompt.	
<b>[0-1 points]</b>		<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 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>"Wars are never good for the economy."</i></li> </ul> <p><b>Provide a passing phrase or reference</b></p> <ul style="list-style-type: none"> <li><i>"Europe experienced economic growth after the war."</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 economic changes in Europe during the period 1945 to 1989.</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>Economic consequences of the Great Depression/Second World War</li> <li>Political/ideological divisions in Europe at the end of the war</li> <li>Engagement of the United States in European affairs</li> <li>Economic challenge of communism / Soviet-style economic planning</li> <li>Demographic shifts as a result of the two World Wars</li> <li>Consumer-driven economies</li> <li>Technological developments affecting economic production</li> <li>Trade liberalization</li> <li>Economic effects of decolonization</li> <li>Gender changes in the workforce as a result of the wars</li> <li>Damage caused by the war to cities and industry</li> </ul> <p><b>Example of acceptable contextualization:</b></p> <ul style="list-style-type: none"> <li><i>"Europe emerged from the Second World war with two rival economic models."</i></li> <li><i>"At the end of the war, Europe faced the task of rebuilding its economy."</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>			