

Question 1: Short Answer Secondary Source**3 points****General Scoring Notes**

- Each point is earned independently.
- **Accuracy:** These scoring guidelines require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity:** Exam responses should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.
- **Describe:** Provide the relevant characteristics of a specified topic. Description requires more than simply mentioning an isolated term.
- **Explain:** Provide information about how or why a historical development or process occurs or how or why a relationship exists.

A Describe the main argument made by the author in the excerpt. **1 point**

Examples of acceptable responses may include the following:

- Women's right and even obligation to work was one of the central notions of Soviet civic culture.
- Soviet commitment to women's equality was based on pragmatic rather than ideological factors, including labor shortages due to rapid economic growth.
- Despite the Soviet Union's stated commitment to equality, Soviet women did not often hold high positions and earned less than males in the same jobs.

B Describe one piece of evidence used by the author in the excerpt to support her argument. **1 point**

Examples of acceptable responses may include the following:

- In the 1980s the average female worker was better educated than a male but earned only two-thirds as much as the average male.
- Forty percent of women in the workforce worked in unskilled or low-skilled jobs.
- While most doctors in the USSR were women, more than half of the hospital administrators were men.

C Explain how one historical development in the second half of the 1900s likely influenced the author's perspective. **1 point**

Examples of acceptable responses may include the following:

- Gorbachev's policy of glasnost made information about the Soviet Union more available to Western researchers because it opened up communications and access to the West that had been restricted before.

- Feminist movements in the second half of the 1900s focused on achieving social equality for women which led to the development of new research on the status of women in Europe.
- Women attained high political office in many Western countries but not in the Soviet Union which seemed to undermine Soviet claims to equality.

Question 2: Short Answer Primary Source**3 points****General Scoring Notes**

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A Describe a likely intended purpose of the engraving.**1 point****Examples of acceptable responses may include the following:**

- The engraving is intended to build support for the Spanish resistance to Napoleon's invasion.
- The engraving is celebrating the heroic actions of a woman defending her city against the French invasion.
- The engraving is intended to commemorate a victory over the French during the Napoleonic wars.

B Describe a broader historical context for the events depicted in the engraving.**1 point****Examples of acceptable responses may include the following:**

- Men and women across Spain and Portugal joined in a popular uprising against the Napoleonic army's invasion and occupation of the Iberian Peninsula.
- Napoleon attempted to conquer the whole continent claiming to defend the ideals of the French Revolution.
- The French Revolution and Napoleonic wars led to the rise of nationalism across Europe, especially in countries under French occupation.
- Discussion about the role of women in society was prompted by the Enlightenment and its ideas of civic rights.

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| C | Explain one way that events such as those referenced in the engraving affected European politics in the period after 1815. | 1 point |
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Examples of acceptable responses may include the following:

- Women's participation in the French Revolution and Napoleonic wars gave rise to a growing feminist movement that asserted women's right to vote and participate in politics in the 1800s.
 - Patriotism and mass politics, inspired by the French Revolution and its ideals, became a defining feature of European political culture in the 1800s and beyond.
 - Rising nationalism in Europe, which developed as a response to Napoleon's conquests, prompted a conservative reaction during the first half of the 1800s.
 - Conservative leaders sought to suppress popular uprisings which they feared could lead to broader revolutions similar to the French Revolution.
 - The Concert of Europe sought to establish a balance of power to maintain peace in Europe and make sure no European country could dominate the continent.
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Question 3: Short Answer No Stimulus**3 points****General Scoring Notes**

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A Describe one significant motivation for European overseas expansion in the period 1450 to 1600. **1 point**

Examples of acceptable responses may include the following:

- European overseas expansion was often motivated by the desire to spread Christianity, especially in Catholic Spain and Portugal.
- Europeans wanted to find commodities like precious metals and spices.
- Competition between the Portuguese and the Spanish motivated both nations to colonize other lands.

B Describe one significant change in European overseas expansion in the period 1600 to 1700. **1 point**

Examples of acceptable responses may include the following:

- In the 1600s, powers like England, France, and the Netherlands became more active in colonization.
- Spanish and Portuguese dominance began to decline in the 1600s.
- Principles of mercantilism encouraged European states to extract as much wealth from colonies as possible.
- The risks and complexity of long-distance trade led to the creation of more sophisticated financial institutions such as joint-stock companies.
- There was an increased reliance on slavery in the transatlantic or triangular trade.

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- C** Explain one way that European overseas expansion affected Europe's economy in the period 1700 to 1900. **1 point**

Examples of acceptable responses may include the following:

- Overseas expansion, global trade, and colonial settlement increased the wealth of the European commercial classes because it opened new markets for their goods.
 - The European economy benefitted from the raw materials exported from the colonies because they were essential to industrial production.
 - As industrialization expanded across Europe, foreign countries began to provide new markets for European manufactured goods, encouraging competition between European states for imperial territory.
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A Describe the main argument made by the historian in the excerpt. **1 point**

Examples of acceptable responses may include the following:

- The invention of the department store in 1800s France offered new roles for women.
- Department stores catered to a wider array of customers than traditional shops and introduced more people to consumerism.
- Department stores invented new techniques of selling merchandise.

B Describe a relevant historical context for the development discussed in the excerpt. **1 point**

Examples of acceptable responses may include the following:

- Paris and other cities were growing rapidly at the time and were increasingly able to support large retail stores.
- Increasing wages of working-class and middle-class French people created more demand for a wider variety of goods.
- The expansion of industry during the Second Industrial Revolution allowed for the production of a wider variety of consumer goods.
- Europeans expanded their colonial empires in search of raw materials for manufacturing and new markets for their manufactured goods.
- Women in the middle classes did not typically work outside the home in the mid-1800s and the Cult of Domesticity encouraged them to spend their time shopping and maintaining their home.
- Women in the lower classes frequently did work outside the home and department stores became a place where they sought employment.

C	Explain one way that the development discussed in the excerpt affected European society.	1 point
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Examples of acceptable responses may include the following:

- Women's negative experiences in the workforce encouraged the political movement for women to obtain greater rights and economic opportunities.
 - The expansion of consumer goods marketed to women led to an even greater demand for such goods, particularly labor-saving devices for the home.
 - Women gained new job opportunities since large department stores and other services needed lots of cheap labor as clerks and salespeople, eventually leading to other opportunities for women in management.
 - Middle-class women were encouraged to consume more and spend more since department stores and other consumer institutions depended on a large volume of sales and expected continued growth.
 - In the long term, the aggressive tactics of large retailers led to critiques of and a reaction against excessive consumerism, including the emergence of green parties.
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A Describe a likely purpose of the cartoon. **1 point**

Examples of acceptable responses may include the following:

- To show how Protestants were being persecuted by the Catholic government in France.
- To argue that forced conversion of Protestants to Catholicism was wrong.
- To attack Louis XIV's religious policies that persecuted Protestants.
- To warn French Protestants about the actions of Louis XIV.
- To show religious intolerance and/or inequality in France.

B Describe a relevant religious context for the cartoon. **1 point**

Examples of acceptable responses may include the following:

- Hostilities between Catholics and Protestants continued even after the end of the Wars of Religion in France.
- France had a large Protestant minority as a result of the Edict of Nantes.
- France was a majority Catholic country with a Catholic monarchy.
- Most European monarchs considered it their right to promote an official national church.
- Consequences of the revocation of the Edict of Nantes on France.

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- C** Explain one way that the development of the French monarchy in the 1600s led to the type of actions depicted in the cartoon. **1 point**

Examples of acceptable responses may include the following:

- Louis XIV sought to strengthen and centralize the French monarchy and saw Protestants as a threat to his absolute rule over France.
 - The theory of absolutism and divine right of kings, which flourished under Louis XIV, held that the king had the right to govern his subjects' religious affairs.
 - Louis XIV was engaged in a series of wars with Protestant powers [e.g., England, the Netherlands] and saw French Protestants as potentially disloyal, and this led him to oppress the Huguenots through forced conversion or exile.
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Question 4: Short Answer No Stimulus**3 points****General Scoring Notes**

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- **Clarity:** Exam responses should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.
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- **Explain:** Provide information about how or why a historical development or process occurs or how or why a relationship exists.

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- [a]** Describe one difference between the challenges faced by democracies in Europe in the interwar period [1919 to 1939] and the challenges faced by democracies in Europe in the post-War period [1945 to 1989]. **1 point**

Examples that earn this point include the following:

- In the interwar period, democracies were confronted by two major alternative ideologies [fascism and communism], while in the post-World War II period, they were only confronted by one, communism.
- The United States played a much more active role in supporting European democracies in the post-WWII period than it had in the interwar period.
- In the interwar period, Europe faced economic crisis [e.g., Great Depression], whereas in the post-War period, economic problems were addressed through financial aid [e.g., Marshall Plan].
- Western European democracies attempted more economic and political cooperation in the post-War period [NATO, the gradual creation of the EU].
- After the Second World War, many democratic countries faced the challenges of strong anticolonial movements and eventual loss of most of their overseas colonies.
- The Soviet Union and communism posed a much larger military threat in the post-WWII period.
- Attempts by women to gain political and economic rights were more successful in the post-World War II period compared to the interwar period.

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- [b]** Describe one similarity between the challenges faced by democracies in Europe in the interwar period [1919 to 1939] and the challenges faced by democracies in Europe in the post-War period [1945 to 1989]. **1 point**

Examples that earn this point include the following:

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- In both periods, democracies were confronted by powerful ideologies and non-democratic regimes that at times seemed more stable and capable, such as fascist regimes and the Soviet Union.
 - In both periods, communism posed a threat to the legitimacy of capitalist and democratic governments.
 - In both periods, democracies had to contend with economic instability.
 - In both periods, democracies faced social and economic upheaval associated with re-adjustment/reconstruction after a major conflict.
 - Nationalism challenged democracies in both periods.
 - In both periods, the United States played an increasing role in European economic and political affairs.

[c] Explain one reason why democracy spread in Europe in the period 1975 to 2000. **1 point**

Examples that earn this point include the following:

- The collapse of the Soviet Union ended support for non-democratic regimes in Eastern Europe.
- The fall of communist regimes in Eastern Europe, caused largely by internal failings, vindicated democratic approaches to government.
- The creation of the EU and its expansion during this period reinforced the principles of democratic governments.
- The continued prosperity of democratic countries provided justification for the value of democracy.
- The influence of American capitalism and consumerism demonstrated the value of economic freedom and democracy to European states.
- The death of Spanish dictator Franco eliminated an authoritarian alternative to democracy that had persisted since the Second World War.

Total for question 4 3 points

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 A Thesis/Claim [0-1 points]	0 points Does not meet the criteria for one point.	1 point Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.
Decision Rules and Scoring Notes		
	Responses that do not earn this point: - Are not historically defensible. - Only restate or rephrase the prompt. - Do not respond to the prompt. - Do not establish a line of reasoning. - Are overgeneralized.	Responses that earn this point: 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.
	Examples that do not earn this point: Provide a restatement of the prompt <i>“Political rights and economic opportunity were both important to feminists of the 1800s.”</i> Provide a historically defensible claim, but do not establish a line of reasoning <i>“Feminists were primarily interested in achieving political equality.”</i> Do not respond to the prompt <i>“The feminist movement was unable to achieve its goals in the 1800s.”</i>	Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt <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> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <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> Establish a line of reasoning <i>“Feminists mostly fought for political equality by attempting to secure the right to vote.”</i> [Minimally acceptable thesis/claim]
Additional Notes: - 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]. - The thesis or claim must identify a relevant development[s] in the period, although it is not required to encompass the entire period.		

Reporting Category	Scoring Criteria	
Row B Contextualization	0 points Does not meet the criteria for one point.	1 point Describes a broader historical context relevant to the prompt.
[0-1 points]	Decision Rules and Scoring Notes	
	Responses that do not earn this point: - Provide an overgeneralized statement about the time period referenced in the prompt. - Provide context that is not relevant to the prompt. - Provide a passing phrase or reference.	Responses that earn this point: 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.
	Examples that do not earn this point: Do not provide context relevant to the topic of the prompt <i>"The Catholic Church continued to keep women out of important religious roles in the 1800s."</i> Provide an overgeneralized statement about the time period referenced in the prompt <i>"The nineteenth century was a period of great political change, including for women."</i> Provide a passing phrase or reference <i>"Feminists have generally concentrated on improving the position of women."</i>	Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - Enlightenment ideas about universal human rights - Expansion of voting rights [to men] in various European countries during the nineteenth century - Industrialization's effect on women's participation in the workforce - Bourgeois ideas of gender: separate spheres, the cult of domesticity - The French Revolution's / liberalism's universalist pledge of legal equality - Specific policies affecting women during the early stages of the French Revolution - Changes in ideas of child-rearing and education - Marxist / socialist / utopian ideas about women's roles - Ultimate achievement of voting rights for women in the twentieth century Examples of acceptable contextualization: <i>"Drawing on the French Revolution's ideas about political equality of all citizens, 19th century feminists sought to gain rights for women."</i> <i>"Many ideologies sought to enhance the political or economic position of oppressed groups in the 1800s."</i> [Minimally acceptable contextualization]
	Additional Notes: - 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. - To earn this point, the context provided must be more than a phrase or reference.	

Reporting Category	Scoring Criteria		
Row C Evidence	Evidence from the Documents		
[0-3 points]	0 points Does not meet the criteria for one point.	1 point Uses the content of at least three documents to address the topic of the prompt.	2 points Supports an argument in response to the prompt using at least four documents.
	Decision Rules and Scoring Notes		
	Responses that do not earn points: - Use evidence from less than three of the documents - Misinterpret the content of the document - Quote the content of the documents without providing an accompanying description - Address documents collectively rather than considering separately the content of each document	Responses that earn 1 point: - 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. Examples of describing the content of a document: Describe evidence from the documents relevant to the topic but do not use that evidence to support an argument [Document 2]: “Mozzoni [Doc 2] thinks women can contribute more than just their physical labor to society.” [Document 5]: “The photograph shows that the strikers seeking better working conditions were mostly women”	Responses that earn 2 points: - Support an argument in response to the prompt by accurately using the content of at least four documents. Examples of supporting an argument using the content of a document: [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] [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] [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]
Additional Notes: 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.			

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.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: - Provide evidence that is not relevant to an argument about the prompt. - Provide evidence that is outside the time period or region specified in the prompt. - Repeat information that is specified in the prompt or in any of the documents. - Provide a passing phrase or reference.	Responses that earn this point: - 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 Examples of specific and relevant evidence beyond the documents that earn this point include the following, if appropriate elaboration is provided: - Efforts to reform working conditions and urban living conditions - Nuclear families and the cult of domesticity - Companionate marriage - Liberal ideas of popular sovereignty and its limitations - Radicals demanding universal suffrage - Classical early feminist writings, such as those of Olympe de Gouges or Mary Wollstonecraft - Specific events or activists from the votes-for-women / suffragette movement not mentioned in the documents [e.g., Emmeline Pankhurst, John Stuart Mill] - Specific regulations or practices regarding women's labor not mentioned in the documents [e.g., Mines Act, Factory Acts] - Specific examples or dates of the extension of the franchise to women - Women's organizations for achieving economic or political equality [e.g., Women's Social and Political Union] - Women's participation in nineteenth-century revolutionary activities [e.g., women's role in the Paris Commune] Examples of evidence beyond the documents relevant to an argument about the prompt: "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." [Provides a piece of evidence not in the documents relevant to an argument about the prompt] "In Britain, the suffragette movement under the leadership of Pankhurst turned to radical protests to achieve political rights for women." [Provides a piece of evidence not in the documents relevant to an argument about the prompt]
Additional Notes: - Typically, statements credited as evidence will be more specific than statements credited as contextualization. - To earn this point, the evidence provided must be different from the evidence used to earn the point for contextualization. - To earn this point, the evidence provided must be more than a phrase or reference. - The point for evidence beyond the documents may be awarded for evidence that appears in any part of the response.		

Reporting Category	Scoring Criteria	
Row D Analysis and Reasoning [0-2 points]	Sourcing	
	0 points Does not meet the criteria for one point.	1 point For at least two 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	
	Responses that do not earn this point: - Explain sourcing for fewer than two of the documents. - Identify the point of view, purpose, historical situation, and/or audience but fail to explain how or why it is relevant to an argument. - 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. Examples that do not earn this point: Identify the point of view, purpose, historical situation, and/or audience, but do not explain how or why it is relevant to an argument "Bazan is addressing readers outside her own country." Summarize the content of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience "The female strikers in the photograph were trying to gain greater economic security."	Responses that earn this point: - 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. Example of acceptable explanation of the relevance of the author's point of view: [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] Example of acceptable explanation of the relevance of the author's purpose: [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] Example of acceptable explanation of the relevance of the historical situation of a source: [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] Example of acceptable explanation of the relevance of the audience: [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]

Row D [continued]	Complexity	
	0 points Does not meet the criteria for one point.	1 point Demonstrates a complex understanding of the historical development that is the focus of the prompt through sophisticated argumentation and/or effective use of evidence.
	Decision Rules and Scoring Notes	
		Responses that earn this point: 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: - Explaining multiple themes or perspectives to explore complexity or nuance; OR - Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR - Explaining both cause and effect, both similarity and difference, or both continuity and change; OR - 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. 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: - Effectively using seven documents to support an argument that responds to the prompt; OR - Explaining how the point of view, purpose, historical situation, and/or audience of at least four documents supports an argument that responds to the prompt; OR - Using documents and evidence beyond the documents effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt. Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided: - 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] - Comparing feminists' goals of the 1800s with those of the 1900s. [Explaining insightful connections across periods] - 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] - 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]
Additional Notes: - This complex understanding must be part of the argument and may be demonstrated in any part of the response. - 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. - 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.		

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	- Legislatures have excluded women, but made laws governing them - The Code Napoleon entrenches male dominance	- Voilquin is writing after France has undergone several revolutions and new constitutions, with no improvement in women's legal and political rights. [historical situation] - Voilquin is pointing out the hypocrisy of male legislators in a magazine aimed at women. [audience/purpose]
2. Mozzoni on new civil code in Italy, 1865	- Current laws in Italy oppress women and there is great desire to change them - Old-fashioned ideas about gender expressed in the current laws are not taken seriously - Women should have a role in government and the professions	- Mozzoni is writing shortly after Italian unification when government and legal reform is at the forefront of the public debates. [historical situation] - 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]
3. Fawcett on female suffrage, 1870	- Men and women should support female suffrage - Women are not fairly represented by male legislators, as proven by current laws concerning mothers' rights	- Writing in a male-owned journal, Fawcett uses the opportunity to gain male support for female suffrage. [POV/audience] - Fawcett uses the specific example of injustice to mothers to strike a chord with a male audience. [purpose/audience]
4. Zetkin on wage equality, 1887	- Women workers are as productive as men, but are paid less - This lower pay drives down wages for everyone - Lack of unionization is to blame	- As a Marxist, Zetkin is concerned with economic inequality. [POV] - 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]
5. match strike photo, 1888	- The strikers are mostly young women - The strikers are portrayed as dignified, respectable individuals	- By humanizing the strikers, the photographer is attempting to dispel hostility and gain sympathy for their cause. [purpose] - 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]

6. Bazan on women in Spain, 1889	• Improvements in political rights in Spain have actually widened the gap between men and women • Anecdote about a hypocritical liberal professor who is glad his wife does not share his views	• Writing to an audience outside Spain, Bazan perhaps feels freer to criticize her own country. [audience] • Bazan is appealing to women in countries where the feminist movement is closer to its goal of female suffrage. [audience/historical situation]
7. Dissard on labor laws, 1900	• New law supposedly intended to protect women workers is in fact intended to protect men's wages • When passed, it will be selectively enforced to women's disadvantage because women can't vote	• Writing in a journal owned by women, Dissard is empowered to point out the hypocritical intent of the "protective" law. [POV/historical situation] • As an activist for women's issues, Dissard is asserting that feminists and women of the working class have a common interest. [POV]

Question 2: Long Essay Question, Changes in European Art**6 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 the most significant change in European art during the period 1450 to 1700.

Reporting Category	Scoring Criteria	
Row A Thesis/Claim [0-1 points]	0 points Does not meet the criteria for one point.	1 point Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.
Decision Rules and Scoring Notes		
Responses that do not earn this point: - Are not historically defensible. - Only restate or rephrase the prompt. - Do not respond to the prompt. - Do not establish a line of reasoning. - Are overgeneralized.		Responses that earn this point: Provide a historically defensible thesis or claim about changes in European art in the period 1450 to 1700. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument.
Examples that do not earn this point: Provide a restatement of the prompt <i>“There were major changes in European art in the period 1450 to 1700.”</i> Provide a historically defensible claim, but do not establish a line of reasoning <i>“Religion was no longer the main motivator to produce art.”</i> Do not provide a historically defensible claim <i>“The most important artistic shift was towards abstract portrayals.”</i> Restate the prompt or are overgeneralized <i>“The visual arts experienced such a great change in the period that it has been called a Renaissance or re-birth.”</i>		Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt <i>“Although the period saw a continued stress on religious themes, there was also a shift toward art being commissioned by merchants and secular authorities.”</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <i>“The most significant change in European art was a revival of classical styles as well as a focus on more secular subjects.”</i> Establish a line of reasoning <i>“The most important change in European art in the period was a movement towards more realistic portrayals of people and things.”</i> [Minimally acceptable thesis/claim]
Additional Notes: - 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]. - The thesis or claim must identify a relevant development[s] in the period, although it is not required to encompass the entire period.		

Reporting Category	Scoring Criteria	
Row B Contextualization	0 points Does not meet the criteria for one point.	1 point Describes a broader historical context relevant to the prompt.
[0-1 points]	Decision Rules and Scoring Notes	
	Responses that do not earn this point: - Provide an overgeneralized statement about the time period referenced in the prompt. - Provide context that is not relevant to the prompt. - Provide a passing phrase or reference. Examples that do not earn this point: Provide an overgeneralized statement about the time period referenced in the prompt. <i>“Art has always been important to powerful religious and political figures.”</i> Provide only a passing phrase or reference <i>“The Renaissance marked an important change in European artistic style.”</i>	Responses that earn this point: - Accurately describe a context relevant to changes in European art in the period 1450 to 1700. Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - Church patronage of medieval and Renaissance art - Descriptions of Medieval art styles/themes - Disruptions of the Late Middle Ages [e.g., Black Death, etc.] - The printing press and the subsequent spread of new ideas - Social and political conditions in Renaissance Italy - The growing wealth of the mercantile classes in Europe [e.g., in the Dutch Republic, in Italy] - The increasing power of monarchs and their influence as patrons - Humanism [classical and Christian] and humanist thinkers [e.g., Petrarch] - Protestant-Catholic split and religious conflicts - The recovery and imitation of classical art styles/techniques Example of acceptable contextualization: <i>“Commercial expansion in Europe was creating excess wealth for some members of society, who began to spend more of their money on art.”</i> <i>“Prior to the Renaissance, the Church largely controlled the creation of art.”</i> [Minimally acceptable contextualization]
	Additional Notes: - 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. - To earn this point, the context provided must be more than a phrase or reference.	

Reporting Category	Scoring Criteria		
Row C Evidence [0-2 points]	0 points Does not meet the criteria for one point.	1 point Provides specific examples of at least two pieces of evidence relevant to the topic of the prompt.	2 points Supports an argument in response to the prompt using at least two pieces of specific and relevant evidence.
Decision Rules and Scoring Notes			
	Responses that do not earn points: - Identify a single piece of evidence. - Provide evidence that is not relevant to the topic of the prompt. - Provide evidence that is outside the time period or region specified in the prompt. - Repeat information that is specified in the prompt.	Responses that earn 1 point: Identify at least two specific historical examples relevant to changes in European art in the period 1450 to 1700.	Responses that earn 2 points: Use at least two specific historical examples to support an argument regarding changes in European art in the period 1450 to 1700.
	Examples that do not earn points: Provide evidence that is outside the time period <i>“David’s paintings of the French Revolution and Napoleon were an example of art being created for political purposes.”</i>	Examples of evidence that are specific and relevant include the following [two examples required]: - Mannerism - Baroque art and the Catholic Reformation - Simplicity of Protestant art/churches - Humanism - Portraiture/self-portraits - Depictions of peasants/common people/emphasis on everyday life in art - Art patronage by church and secular authorities - The Dutch “Golden Age” and its effects on the arts - Use of perspective, new painting techniques - Emphasis on anatomical accuracy - Individual Renaissance/Baroque artists [with at least some elaboration beyond mentioning their names] - Individual works of art - Examples of Renaissance and Baroque themes in architecture - New genres and themes in literature - The emergence of the Northern Renaissance - The influence of exploration and scientific discoveries Example of a statement that earns one point for evidence: <i>“Many artists began to focus on scenes of everyday life, like Brueghel’s’ paintings of peasants or Steen’s pictures of merchants’ houses.”</i> [Mention of two different artists and their subjects is credited as two distinct pieces of evidence]	Examples that successfully support an argument with evidence: <i>“The increased importance of secular patronage of art can be seen in numerous Italian Renaissance statues and portraits of members of important families like the Medici.”</i> [Uses evidence to support an argument about the shift in support for the arts] <i>“Da Vinci’s and Michelangelo’s portrayals of people emphasized the physical rather than the spiritual aspects of human existence.”</i> [Uses evidence to support an argument about the change in focus of the arts] <i>“Palaces like Versailles began to surpass churches and cathedrals as the most impressive buildings, indicating how patronage changed over the period.”</i> [Uses evidence to support an argument about changing patterns of patronage and changing purposes for the arts]

Additional Notes:

- Typically, statements credited as evidence will be more specific than statements credited as contextualization.
- If a response has a multipart argument, then it can meet the threshold of two pieces of evidence by giving one example for one part of the argument and another example for a different part of the argument, but the total number of examples must still be at least two.

Reporting Category	Scoring Criteria		
Row D Analysis and Reasoning [0-2 points]	0 points Does not meet the criteria for one point.	1 point Uses historical reasoning [e.g., comparison, causation, continuity, and change] to frame or structure an argument that addresses the prompt.	2 points Demonstrates a complex understanding of the historical development that is the focus of the prompt through sophisticated argumentation and/or effective use of evidence.
	Decision Rules and Scoring Notes		
	Responses that do not earn points: • May include evidence but offer no reasoning to connect the evidence to an argument. • May assert the use of historical reasoning but does not use it to frame or structure an argument.	Responses that earn 1 point: • Must demonstrate the use of historical reasoning to frame or structure an argument about changes in European art in the period 1450 to 1700. The reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking specificity.	Responses that earn 2 points: 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: • Explaining multiple themes or perspectives to explore complexity or nuance; OR • Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR • Explaining both cause and effect, both similarity and difference, or both continuity and change; OR • 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. 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 that might include: • Explaining how multiple pieces of specific and relevant evidence [at least four] support a nuanced or complex argument that responds to the prompt; OR • Using evidence effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt.
	Examples that do not earn points: Provide evidence but offer no reasoning to connect the evidence to an argument	Using a historical reasoning process to frame or structure an argument could include: • Using comparative reasoning to explain regional differences in changes in European art in the period 1450 to 1700. • Structuring an argument thematically to discuss social, religious, or political trends that led to changes in European art in the period 1450 to 1700.	Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided: • Explaining how changes art took place differently in different regions of Europe, for instance by explicitly comparing Catholic Europe to Protestant Europe. [Explains nuance, by considering multiple variables] • Makes a sustained and accurate comparison of changes in European art in the period with further changes in the period after 1700.

“Kings, such as Louis XIV, commissioned numerous statues and portraits of themselves.”	Example of acceptable use of historical reasoning: “In more commercially oriented countries like Italy, England, and the Netherlands, changes to art happened more quickly.” [This statement would need to be followed with at least a minimal elaboration of this reasoning.] “The growing power and wealth of both merchants and secular rulers encouraged a shift in focus away for purely religious themes.” [This statement would need to be followed up with at least a minimal elaboration of this reasoning.]	[Explaining relevant and insightful connections within and across periods] - Evaluating whether there were continuities in European art over the period whose significance outweighed any changes. [Explores both continuity and change] - Uses four distinct pieces of Renaissance art to develop a complex argument about how secular themes were the most significant change in the period. [Explaining how multiple pieces of specific and relevant evidence [at least four] support a nuanced or complex argument] - Considering the significance of more than one possible change, for instance changes in subject matter and changes in sources of support, before ultimately arguing in favor of one as the most significant. [Using evidence effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt]
Additional Notes: - To earn the first point for analysis and reasoning, the response must use historical reasoning to structure a response to the prompt, although the reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking in specificity. - This complex understanding must be part of the argument and may be demonstrated in any part of the response. - 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.		

Question 3: Long Essay Question, French Rev. and changes in international relations**6 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 the most significant change in international relations within Europe during the period 1789 to 1815.

Reporting Category	Scoring Criteria	
Row A Thesis/Claim [0-1 points]	0 points Does not meet the criteria for one point.	1 point Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.
Decision Rules and Scoring Notes		
Responses that do not earn this point: - Are not historically defensible. - Only restate or rephrase the prompt. - Do not respond to the prompt. - Do not establish a line of reasoning. - Are overgeneralized.		Responses that earn this point: Provide a historically defensible thesis or claim about the most significant change in European international relations during the period 1789 to 1815. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument.
Examples that do not earn this point: Provide a restatement of the prompt <i>"The French Revolution altered international relations dramatically."</i> Provide a historically defensible claim, but do not establish a line of reasoning <i>"Napoleon increased the level of tension in international relations."</i> Do not provide a historically defensible claim <i>"The Revolution led to the lasting establishment of representative governments throughout Europe."</i> Are overgeneralized <i>"The events of the years 1789-1815 overthrew the existing international order."</i>		Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt <i>"Even though the French Revolution challenged the existing political order in Europe, in the end the conservative monarchies reinforced their power by establishing the Concert of Europe."</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <i>"The Napoleonic Wars had the effect of uniting much of Europe against France by attacking established monarchies and encouraging the growth of nationalism."</i> Establish a line of reasoning <i>"The most significant change in the period was the spread of French revolutionary ideas."</i> [Minimally acceptable thesis/claim]
Additional Notes: - 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]. - The thesis or claim must identify a relevant development[s] in the period, although it is not required to encompass the entire period.		

Reporting Category	Scoring Criteria	
Row B Contextualization	0 points Does not meet the criteria for one point.	1 point Describes a broader historical context relevant to the prompt.
[0-1 points]	Decision Rules and Scoring Notes	
	Responses that do not earn this point: - Provide an overgeneralized statement about the time period referenced in the prompt. - Provide context that is not relevant to the prompt. - Provide a passing phrase or reference. Examples that do not earn this point: Do not provide context relevant to the topic of the prompt <i>"Europe's religious divisions continued in this period."</i> Provide a passing phrase or reference <i>"The period 1789 to 1815 was a time of war and conflict."</i> Provide an overly generalized attempt at contextualization <i>"International relations had always been tense in Europe."</i>	Responses that earn this point: - Accurately describe a context relevant to changes in European international relations during the period 1789 to 1815. Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - Factors contributing to the outbreak of the French Revolution - Developments of the French Revolution internal to France - Absolutism - Eighteenth-century alliances and balance of power - The effects of the military revolution - Territorial and colonial competition prior to the Revolution - Established geopolitical rivalries [Britain vs. France, rise of Prussia] - The Enlightenment/Enlightenment Ideals - Enlightened Despotism - Conservatism / reactions to the French Revolution - Romanticism - The American Revolution - Early industrialization Example of acceptable contextualization: <i>"Prior to the Revolutionary period, foreign relations were controlled by monarchs and their ministers."</i> <i>"The revolution that began in France would ultimately affect every European country."</i> [Minimally acceptable contextualization]
	Additional Notes: - 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. - To earn this point, the context provided must be more than a phrase or reference.	

Reporting Category	Scoring Criteria		
Row C Evidence [0-2 points]	0 points Does not meet the criteria for one point.	1 point Provides specific examples of at least two pieces of evidence relevant to the topic of the prompt.	2 points Supports an argument in response to the prompt using at least two pieces of specific and relevant evidence.
Decision Rules and Scoring Notes			
	Responses that do not earn points: - Identify a single piece of evidence. - Provide evidence that is not relevant to the topic of the prompt. - Provide evidence that is outside the time period or region specified in the prompt. - Repeat information that is specified in the prompt.	Responses that earn 1 point: Identify at least two specific historical examples relevant to changes in European international relations during the period 1789 to 1815.	Responses that earn 2 points: Use at least two specific historical examples to support an argument regarding changes in European international relations during the period 1789 to 1815.
	Examples that do not earn points: Provide evidence that is outside the time period <i>“Reactions to Napoleon eventually inspired Italian and German unification that would completely change the balance of power in Europe.”</i>	Examples of evidence that are specific and relevant include the following [two examples required]: - Reactions in other parts of Europe to political changes in France [e.g., European states taking in French émigrés or Burke’s conservative response to the French Revolution] - Military changes brought about by the Revolution [e.g., mass armies, wars of conquest, non-aristocrats rising to officer rank] - Coalitions against Revolutionary France and Napoleon - The creation and collapse of the Napoleonic Empire - National mobilization and wars of resistance [e.g., Russia, Spain, Germany] - The Congress of Vienna - Conservative leaders [e.g., Metternich] - The Code Napoleon and the attempt to impose it on the Napoleonic Empire. - The Continental System - The overseas effects of the Revolutionary and Napoleonic Wars [e.g., the Haitian Revolution, Latin American Wars of Independence] - The establishment of new political units under Napoleon [e.g., The Confederation of the Rhine, the Duchy of Warsaw, etc.] - Napoleon’s invasion of Egypt Example of a statement that earns one point for evidence: <i>“Napoleon tried to unite Europe against Britain, his main enemy, both by direct conquests of regions such as Italy and Germany, but also through a trade ban known as the</i>	Examples that successfully support an argument with evidence: <i>“After 1789, a new dimension was added to international politics, as France sought to export its revolutionary ideas through conquest and intimidation.”</i> [Uses evidence to support an argument about the importance of ideology in international relations in the period] <i>“During the Revolutionary and Napoleonic periods, conflicts became more nationalistic, as can be seen in the Spanish and Russian resistance to French invasion.”</i> [Uses evidence to support an argument about the importance of nationalism in international relations in the period] <i>“The revolutionary enthusiasm of the French armies upset the old balance of power.”</i> [Uses evidence to support an argument about the importance of revolutionary ideas in international relations]

Continental System." [Mention of two different actions is credited as two distinct pieces of evidence]

Additional Notes:

- Typically, statements credited as evidence will be more specific than statements credited as contextualization.
- If a response has a multipart argument, then it can meet the threshold of two pieces of evidence by giving one example for one part of the argument and another example for a different part of the argument, but the total number of examples must still be at least two.

Reporting Category	Scoring Criteria		
Row D Analysis and Reasoning	0 points Does not meet the criteria for one point.	1 point Uses historical reasoning [e.g., comparison, causation, continuity, and change] to frame or structure an argument that addresses the prompt.	2 points Demonstrates a complex understanding of the historical development that is the focus of the prompt through sophisticated argumentation and/or effective use of evidence.
[0-2 points]	Decision Rules and Scoring Notes		
	Responses that do not earn points: - May include evidence but offer no reasoning to connect the evidence to an argument. - May assert the use of historical reasoning but does not use it to frame or structure an argument. Examples that do not earn points: Provide evidence but offer no reasoning to connect the evidence to an argument <i>“Monarchs of countries invaded by Napoleon appealed to nationalist ideas to rally resistance.”</i>	Responses that earn 1 point: - Must demonstrate the use of historical reasoning to frame or structure an argument about changes in international relations within Europe during the period 1789 to 1815. The reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking specificity, imbalanced, or the evidence may be overly general or lacking specificity. Using a historical reasoning process to frame or structure an argument could include: - Using change and continuity over time to explain differences in international relations at different times within the period 1789 to 1815. - Structuring an argument thematically to explain political and military changes that affected international relations in the period 1789 to 1815. - Using comparative reasoning to explain similarities and differences in various countries’ foreign policy agendas. Example of acceptable use of historical reasoning:	Responses that earn 2 points: 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: - Explaining multiple themes or perspectives to explore complexity or nuance; OR - Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR - Explaining both cause and effect, both similarity and difference, or both continuity and change; OR - 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. 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 that might include: - Explaining how multiple pieces of specific and relevant evidence [at least four] support a nuanced or complex argument that responds to the prompt; OR - Using evidence effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt. Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided: - Explaining important continuities in international relations [such as Britain’s continued interest in overseas expansion] as well as significant changes in international relations. - Explains how multiple factors, such as economic interests, ideological changes, and geopolitical calculations, contributed to changes in international relations in the period. [Explaining multiple themes or perspectives to explore complexity or nuance] - Evaluating whether the changes to international relations were or were not more significant than the continuities. [Explaining both continuity and change] - Considering the relative significance of more than one possible change before ultimately arguing in favor of one. [Using evidence effectively]

	• <i>“People outside of France were inspired by French revolutionary ideas, such as liberalism, which were spread by French armies.”</i> [This statement would need to be followed with at least a minimal elaboration of this reasoning] • <i>“Throughout the period, French aggression tended to unite other European powers in opposition...”</i> [This statement would need to be followed up with at least a minimal elaboration of this reasoning]	to demonstrate a sophisticated understanding of different perspectives relevant to the prompt]
	Additional Notes: • To earn the first point for analysis and reasoning, the response must use historical reasoning to structure a response to the prompt, although the reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking in specificity. • This complex understanding must be part of the argument and may be demonstrated in any part of the response. • 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.	

Question 4: Long Essay Question, Changes in Postwar Economy**6 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 the most significant economic change in Europe during the period 1945 to 1989.

Reporting Category	Scoring Criteria	
Row A Thesis/Claim [0-1 points]	0 points Does not meet the criteria for one point.	1 point Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.
Decision Rules and Scoring Notes		
Responses that do not earn this point: - Are not historically defensible. - Only restate or rephrase the prompt. - Do not respond to the prompt. - Do not establish a line of reasoning. - Are overgeneralized.		Responses that earn this point: Provide a historically defensible thesis or claim about the most significant economic change in Europe during the period 1945 to 1989. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument.
Examples that do not earn this point: Provide a restatement of the prompt <i>“Europe experienced economic change in the period 1945-1989.”</i> Provide a historically defensible claim, but do not establish a line of reasoning <i>“Europe’s economy grew massively in the postwar period.”</i> Are not historically defensible <i>“Europe’s economy became more independent from the rest of the world’s in the period after the war.”</i>		Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt <i>“Although the economies of Europe were completely devastated by the war, they began to recover through greater economic and political cooperation, leading to prolonged period of economic growth.”</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <i>“Postwar Europe experienced rapid economic growth but also an economic division between free market economies in Western Europe and the communist bloc system in Eastern Europe.”</i> Establish a line of reasoning <i>“The most significant change in Europe’s economy was a recovery from the effects of the war.”</i> [Minimally acceptable thesis/claim]
Additional Notes: - 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]. - The thesis or claim must identify a relevant development[s] in the period, although it is not required to encompass the entire period.		

Reporting Category	Scoring Criteria	
Row B Contextualization	0 points Does not meet the criteria for one point.	1 point Describes a broader historical context relevant to the prompt.
[0-1 points]	Decision Rules and Scoring Notes	
	Responses that do not earn this point: - Provide an overgeneralized statement about the time period referenced in the prompt. - Provide context that is not relevant to the prompt. - Provide a passing phrase or reference.	Responses that earn this point: Accurately describe a context relevant to economic changes in Europe during the period 1945 to 1989.
	Examples that do not earn this point: Do not provide context relevant to the topic of the prompt <i>"Wars are never good for the economy."</i> Provide a passing phrase or reference <i>"Europe experienced economic growth after the war."</i>	Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - Economic consequences of the Great Depression/Second World War - Political/ideological divisions in Europe at the end of the war - Engagement of the United States in European affairs - Economic challenge of communism / Soviet-style economic planning - Demographic shifts as a result of the two World Wars - Consumer-driven economies - Technological developments affecting economic production - Trade liberalization - Economic effects of decolonization - Gender changes in the workforce as a result of the wars - Damage caused by the war to cities and industry Example of acceptable contextualization: <i>"Europe emerged from the Second World war with two rival economic models."</i> <i>"At the end of the war, Europe faced the task of rebuilding its economy."</i> [Minimally acceptable contextualization]
	Additional Notes: - 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. - To earn this point, the context provided must be more than a phrase or reference.	

Reporting Category	Scoring Criteria		
Row C Evidence [0-2 points]	0 points Does not meet the criteria for one point.	1 point Provides specific examples of at least two pieces of evidence relevant to the topic of the prompt.	2 points Supports an argument in response to the prompt using at least two pieces of specific and relevant evidence.
Decision Rules and Scoring Notes			
	Responses that do not earn points: - Identify a single piece of evidence. - Provide evidence that is not relevant to the topic of the prompt. - Provide evidence that is outside the time period or region specified in the prompt. - Repeat information that is specified in the prompt.	Responses that earn 1 point: Identify at least two specific historical examples relevant to economic change in Europe during the period 1945 to 1989.	Responses that earn 2 points: Use at least two specific historical examples to support an argument regarding the most significant economic change in Europe during the period 1945 to 1989.
	Examples that do not earn points: Provide evidence that is outside the time period or region <i>"The Second Industrial Revolution spread the economic benefits of industry throughout Europe."</i>	Examples of evidence that are specific and relevant include the following [two examples required]: - The "economic miracle" of postwar West Germany - Growth in cradle-to grave welfare state protections - United States aid and support [Marshall Plan] - Formation of the communist bloc and COMECON - Western European economic integration - Creation of precursors to the EU - Oil-price shocks and economic downturn of the 1970s - Attempts to hold on to colonies after decolonization - Economic stagnation and political unrest in Eastern Europe, leading to the collapse of communism - Migrant workers in Europe; changes to migration policies - De-industrialization and the shift to service economies - Multi-national corporations - Women's greater access to professional careers - Post-World War II baby boom in Europe Example of a statement that earns one point for evidence: <i>"West Germany in particular had rapid economic growth in the 50s and 60s and needed millions of foreign 'guest workers' to support its economy."</i>	Examples that successfully support an argument with evidence: <i>"After the war, many European governments took control of major industries, especially in Eastern Europe, marking a major shift from free-market capitalism."</i> [Uses evidence to support an argument about the most significant economic change in Europe during the period 1945 to 1989] <i>"Western European countries sought to encourage growth and trade by lowering tariffs and other barriers and gradually forming a unified economy where people and goods could move freely across national borders."</i> [Uses evidence to support an argument about the most significant economic change in Europe during the period 1945 to 1989] <i>"As oil prices surged in the 1970s, many Western European countries' economies suffered major downturns after a long period of growth."</i> [Uses evidence to support an argument about the most significant economic change in Europe during the period 1945 to 1989]
Additional Notes: - Typically, statements credited as evidence will be more specific than statements credited as contextualization. - If a response has a multipart argument, then it can meet the threshold of two pieces of evidence by giving one example for one part of the argument and another example for a different part of the argument, but the total number of examples must still be at least two.			

Reporting Category	Scoring Criteria		
Row D Analysis and Reasoning	0 points Does not meet the criteria for one point.	1 point Uses historical reasoning [e.g., comparison, causation, continuity, and change] to frame or structure an argument that addresses the prompt.	2 points Demonstrates a complex understanding of the historical development that is the focus of the prompt through sophisticated argumentation and/or effective use of evidence.
[0-2 points]	Decision Rules and Scoring Notes		
	Responses that do not earn points: - May include evidence but offer no reasoning to connect the evidence to an argument. - May assert the use of historical reasoning but does not use it to frame or structure an argument.	Responses that earn 1 point: Must demonstrate the use of historical reasoning to frame or structure an argument about economic change in Europe during the period 1945 to 1989. The reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking specificity.	Responses that earn 2 points: 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: - Explaining multiple themes or perspectives to explore complexity or nuance; OR - Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR - Explaining both cause and effect, both similarity and difference, or both continuity and change; OR - 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. 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 that might include: - Explaining how multiple pieces of specific and relevant evidence [at least four] support a nuanced or complex argument that responds to the prompt; OR - Using evidence effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt.
	Examples that do not earn points: Provide evidence but offer no reasoning to connect the evidence to an argument <i>“The Oil Crisis of the 1970s put an end to the postwar economic boom.”</i> [Note that the phrases “put an end to” is not by itself sufficient to credit the	Using a historical reasoning process to frame or structure an argument could include: - Using comparative reasoning to explain how Western Europe experienced greater economic growth under a more free-market system than did Eastern Europe under communism. - Structuring an argument thematically to highlight social and political changes associated with economic growth or decline. - Using change and continuity over time to recount how Europe experienced periods of growth and stagnation during the period from 1945 to 1989. Example of acceptable use of historical reasoning:	Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided: - Explaining how changes in Europe’s external economic relationships as well as changes in its internal economic structure both contributed to overall change. [Using evidence effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt] - Evaluating which of two major economic changes—for instance, European economic integration or the failure of centrally planned economies—was ultimately more significant. [Explaining multiple themes or perspectives to explore complexity or nuance] - Explaining how Europe’s economic relationships with the United States and formerly colonized areas both changed and remained the

	statement as an example of reasoning using CCOT]	“Communist economies overall did less well than free-market economies in the postwar period.” [Indicates difference between European economies in the postwar period]	same in the wake of war and decolonization. [Explaining both continuity and change] Considering the role of both the United States and the Soviet Union in driving economic change in Europe. [Using evidence effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt]
	Additional Notes: - To earn the first point for analysis and reasoning, the response must use historical reasoning to structure a response to the prompt, although the reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking in specificity. - This complex understanding must be part of the argument and may be demonstrated in any part of the response. - 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.		