

Question 4: Short Answer No Stimulus**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timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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.

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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: <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] <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]
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 from 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 [0-2 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 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.	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>“Monarchs of countries invaded by Napoleon appealed to nationalist ideas to rally resistance.”</i>	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:	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.		

Question 4: Short Answer No Stimulus**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 one major characteristic of the First World War.**1 point****Examples that earn this point include the following:**

- The war resulted in immense losses and disruptions for all involved states.
- New technologies such as machine guns, poison gas, and airplanes upset traditional military tactics and strategies.
- The war led to trench warfare and heavy losses of men.
- The war became globalized as European powers attacked each other's colonies and used colonial resources and manpower to support the war effort.
- The war led to total mobilization of people and resources, a total war that involved all of the population, including colonies.
- Increased government mobilization of the economy led to the end of laissez-faire governments.
- The government took unprecedented control of media and used propaganda to support the war effort.

[b] Explain one major cause of the First World War.**1 point****Examples that earn this point include the following:**

- Nationalism was closely linked to increased militarism and created high tensions in Europe, which eventually led to World War I.
- European powers had undertaken a major expansion of their militaries and were involved in a major arms race before the war.
- The assassination of the Austro-Hungarian heir to the throne led to a diplomatic crisis among the major powers in Europe.
- Imperial competition for colonies and resources caused rivalry and hostility between major European powers in the decades leading to the conflict.
- Due to the alliance system, all major European powers were brought into a Balkan conflict between Serbia and Austria-Hungary.
- Germany sought to gain more land and economic resources in Europe.

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- [c]** Explain one way in which the First World War contributed to changes in European politics in the interwar period [1919 to 1939]. **1 point**

Examples that earn this point include the following:

- The effects of the war led to protest and insurrection in the participating nations and eventually to revolutions that changed the international balance of power.
- World War I debt and disrupted trade contributed to the weakening of European economies.
- France and Britain received former German and Ottoman possessions in the Middle East through the mandate system, changing the imperial balance of power.
- The Versailles settlement, which imposed reparations on Germany, prevented the Weimar Republic from establishing a stable political and economic system.
- The harsh terms of the Versailles settlement led some nations to reject liberalism and slip into more authoritarian rule such as fascism during the 1930s.
- Perceptions of women's roles during and after the war effort changed and led to greater political participation including voting rights in some nations.
- Aversion to the devastation of the war motivated efforts to avoid future conflict at all costs through the League of Nations, appeasement, and pacifism.

Total for question 4 3 points

Question 1: Document-Based Question, Fascism—Revolutionary or Traditional**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 Italian fascism was a revolutionary or a traditional movement.

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 Italian fascism was traditional or revolutionary. 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>"Fascism was both revolutionary and conservative."</i> Provide a historically defensible claim, but do not establish a line of reasoning <i>"Fascists were basically conservative nationalists."</i> Establish a line of reasoning, but do not provide a historically defensible claim <i>"Mussolini and the fascists opposed radical movements like the communists."</i>		Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt <i>"When they sought to gain power, fascists used the language of revolution, but they became largely conservative when they were in charge."</i> <i>"Mussolini and others continued to define the fascist movement as being opposed to the failures of the previous period, so it was a revolutionary movement."</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <i>"Fascism was actually quite conservative as can be seen from their economic policies, their alliance with Catholicism, and their treatment of women."</i> Establish a line of reasoning <i>"Italian fascism was revolutionary because it replaced democracy in Italy with dictatorship."</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 Italian fascism was traditional or revolutionary.
	Examples that do not earn this point: Do not provide context relevant to the topic of the prompt <i>“Italy has always been a cultural center of Europe.”</i> Provides only a passing phrase or reference <i>“World War I had just ended when the fascists began to rise in Italy.”</i> Provides historically inaccurate contextualization <i>“Italy was on the losing side in World War I and this shook up the country’s politics.”</i>	Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - The devastation of World War I - The humiliations suffered by Italians in World War I and the post-war settlements - European postwar economic instability - The fragmented politics of Italy—the existence of multiple competing parties - The spread of socialist and Marxist ideas in Europe during and after World War I - The rise of fascism in other parts of Europe beyond Italy [including Nazi Germany] - Continued regional differences in Italy—economic, political, cultural - Many Italians’ perception of government failure and corruption - Nationalism and Italian unification - Universal male suffrage achieved in 1918 Examples of acceptable contextualization: <i>“Even though Italy was one of the ‘victors’ of WWI, the country suffered heavily and experienced many costly defeats during the war.”</i> <i>“Democracies across Europe were unstable in the period after World War I.”</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 Italian fascism was traditional or revolutionary. 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]: “Corradini claims there is no daylight between what Mussolini does and what fascism is.” [Document 4]: “The author of the article praises fascist support of the arts.”	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 1]: “By defining himself as being against the communists, the most revolutionary party, Mussolini is establishing his conservative credentials.” [Uses evidence from the document to support an argument about the conservative nature of the Fascist movement] [Document 7]: “The creation of militarized groups of women like the one discussed on Doc 7 indicates that the fascists were willing to go against traditional gender roles if they felt it was necessary.” [Uses evidence from the document to support an argument about the revolutionary tendencies of fascism]
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 Italian fascism was traditional or revolutionary Examples of specific and relevant evidence beyond the documents that earn this point include the following, if appropriate elaboration is provided: - Fascist Italy's alliance with Nazi Germany - The importance of the Catholic Church in Italian life - Mussolini's March on Rome [1922] - The Italian fascist conquest of Ethiopia [1935] - Mussolini's earlier affiliation with the Italian Socialist Party - Socialist, communist, and anarchist movements in Italy - Fascist policies of militarism and arms build-up - Pre-war radicalism in Italy, especially Futurism Examples of evidence beyond the documents relevant to an argument about the prompt: <i>"The Futurists, who wanted to destroy the old world they saw as tired and corrupt, supported fascism strongly."</i> [Provides a piece of evidence not in the documents relevant to an argument about the prompt] <i>"The conquest of Ethiopia in 1935 indicates the fascists' desire to act like any other European imperial power."</i> [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 "Starace in Document 5 is enthusiastically promoting the benefits of fascist recreational clubs to the general public." Summarize the content of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience "The flattering illustration of Mussolini signing a treaty with the papacy depicts a defining moment for his regime." [Note that the inclusion of the word "flattering" is not enough by itself to gain credit for sourcing.]	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 4]: "As an artist and critic, Persico judges the fascist regime to be revolutionary based on his ideas about art." [Identifies the point of view of the source and how this affects the author's perception of Fascism] Example of acceptable explanation of the relevance of the author's purpose: [Document 6]: "The author of a women's magazine article is attempting to convince mothers that Mussolini and the fascists see their traditional roles as wife and mother as vital for the state." [Connects the purpose of the document to an argument that fascists were conservative] Example of acceptable explanation of the relevance of the historical situation of a source: [Document 1]: "Mussolini, speaking just after the war that killed thousands of ordinary Italians seeks to restore their traditional loyalty to symbols like the flag, but employs revolutionary terms to do it." [Connects the historical situation of the document to an argument about the mixed nature of the fascist movement] Example of acceptable explanation of the relevance of the audience: [Document 3]: "The illustration on the cover of a major newspaper is aimed at spreading the message that Mussolini is allied with the traditional forces of organized religion to a broad cross-section of Italian society." [Connects the audience of the document to argument that fascism was conservative]

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: - Arguing that fascist rhetoric before taking power in 1922 is less indicative of the nature of the movement than their policies once they were in power. [Demonstrates sophisticated understanding] - Arguing that nationalist enthusiasm generated by Italian unification in the mid-1800s gradually gave way to disenchantment and anger as a result of Italy's unstable pre-war politics. [Explains relevant and insightful connections] - Arguing that fascist propaganda depicts the movement as a revolutionary break with the immediate past, but connecting it to the accomplishments of Italy's ancient past. [Explores complexity or nuance] - Arguing that fascism was politically revolutionary in its destruction of the existing political system but was culturally conservative. [Explains continuity and change]
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. Mussolini speech, 1919	- Attacks the socialists as reactionary and conservative - Announces the Fascists will fight against moral and technological backwardness	- As a frontline WWI veteran himself, Mussolini makes an emotional appeal to nationalism. [POV] - Speaking to an audience that probably included leftwing sympathizers, Mussolini uses Marxist language that attacks industrialists. [situation/audience]
2. Corradini, magazine article, 1925	- Claims fascist movement is toppling liberalism and socialism - Claims there is perfect unity between the Fascist Party and the state	- The declaration is made only a few years after Mussolini has taken power when he is still trying to shake things up in Italy. [situation/purpose] - As a high official in the party, Corradini is eager to justify the actions of the Fascist Party and glorify the changes the fascists are bringing to Italy. [POV]
3. Newspaper cover illustration of treaty signing, 1929	- Shows Mussolini in a grand setting signing a major treaty with the papacy - Shows a high church official cooperating with the head of the fascist government	- The newspaper is aimed at a mixed audience of party members and non-party members, many of whom would welcome the fascists' improved ties to the papacy and the recognition of the importance of their religion. [audience] - The newspaper cover is intended to convey a positive turning point in relations between the fascist state and a major force for conservatism in Italian society. [purpose]
4. Persico article on fascist art, 1932	- Praises the fascist government's support for avant-garde art and architecture - Claims that other countries support outdated art and architecture	- Since he is writing to fellow-artists and architects, Persico praises fascism in terms of its artistic achievements. [audience] - Although the fascists have been in power for ten years, Persico seeks to emphasize that they have not become conservative or backward-looking. [situation]
5. Starace book on recreational clubs, 1933	- Describes some of the outdoor activities organized by the clubs - Claims these activities improve the psychological outlook of working people	- Starace employs Romantic language about the spiritual power of nature that was traditional and mainstream by the early twentieth century. [situation] - As a party member, Starace wants to promote activities that create greater contentment with life under fascism. [purpose]
6. Magazine article on Mother and Child Day, 1935	- Cites Mussolini on the central role of mothers and children - Claims motherhood is key to national survival	- By employing images of struggle and slavery, the article ties the role of mothers in Italy to the increasingly aggressive expansionist foreign policy of fascist Italy at the time. [situation] - The article is aimed at women, who tended to preserve religious traditions in families, so it reminds them of the link between the new celebration and Catholic holidays. [audience]
7. Pochino discussion of Fascist Women's uniform, 1938	- Describes the mixture of new and traditional symbolism in the women's uniform - Claims the uniform expresses the traditional and forward-looking aspects of fascism	- Writing at a time when Italian society was increasingly militarized under fascist rule, Pochino extols a uniform for women. [situation] - As a woman leading an organization in a male-dominated society, Pochino is possibly seeking to outdo her male counterparts in expressing loyalty to fascist ideas and to Mussolini. [purpose]

Question 2: Long Essay Question, Economic Effect of Overseas Expansion**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 effect of overseas expansion on the European economy in 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 the most significant effect of overseas expansion on the European economy 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>“Overseas expansion significantly altered European economies.”</i> Provide a historically defensible claim, but do not establish a line of reasoning <i>“Overseas expansion raised standards of living in Europe</i> Are not historically defensible <i>“European overseas expansion only benefited the economies of Spain and Portugal.”</i>		Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt <i>“Europe’s overseas expansion in the period 1450-1700 shifted the worldwide power balance and established European economic dominance.”</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <i>“The most significant effect of the European overseas expansion was the shift of the European economic center from the Mediterranean to the Atlantic states, which profited from the worldwide trade, while at the same time employing innovative commercial and financial practices.”</i> Establish a line of reasoning <i>“Establishment of the overseas colonies allowed Spain to become a leading European power.”</i> <i>“The most significant effect of the expansion of European Economy from 1450 to 1700 was the increase in trade and agricultural goods produced in the Americas.”</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 effects of overseas expansion in the period 1450 to 1700.
	Examples that do not earn this point: Do not provide context relevant to the topic of the prompt <i>"The Renaissance encouraged new ways of looking at the world."</i> Provide a passing phrase or reference <i>"Europeans profited from plantations."</i> Provide an overly generalized attempt at contextualization <i>"Before the discovery of America, Europeans were poor."</i>	Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - The Columbian Exchange - The development of new maritime and military technologies - The European desire to discover new sources of precious metals - The rise of mercantilism - Transoceanic voyaging and navigational improvements - Rivalry between European monarchs and states - Treaty of Tordesillas - Plantation economies - Joint-stock companies [VOC] - The Commercial Revolution - The growth of centralized nation-states - Ottoman Empire and the Silk Road - Columbus and other early explorers Example of acceptable contextualization: <i>"The Columbian Exchange created new economic opportunities for Europeans."</i> <i>"European states sought direct access to gold, spices, and luxury goods to establish new sources of wealth and power."</i> <i>"Europeans improved their ships, enabling them to make longer voyages."</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. Examples that do not earn points: Provide evidence that is outside the time period or region <i>"Exports of cotton from the Americas facilitated the industrialization of Great Britain."</i> Provide evidence that is not relevant to the topic of prompt <i>"European powers used religion as a justification for subjugation of indigenous populations."</i>	Responses that earn 1 point: - Identify at least two specific historical examples relevant to economic effects of overseas expansion in the period 1450 to 1700. Examples of evidence that are specific and relevant include the following [two examples required]: - Spanish colonies in most of South America, Central America, and the Caribbean [Cuba, Hispaniola, Trinidad] - The African slave trade generated major profits for Europeans - The establishment of a plantation economy in the Americas - Mentions of specific European colonies and trading posts - Exports of food and crops from the Americas, such as potatoes, sugar, coffee, corn, turkeys, squash - Exports of other commodities from the Americas, such as tobacco, silver, gold, rum, furs - Spice and luxury goods trade in Asia, The Dutch East India Company, and the British East India Company - The Commercial Revolution, the emergence of the banking center in the Netherlands - Financial innovations, such as double-entry bookkeeping - Inflation caused by the influx of Spanish silver, high demand and low supply of goods - The development of mercantilist theory - Economic competition caused increased warfare between European powers - Piracy and privateering Example of a statement that earns one point for evidence: <i>"Spain exported gold and silver from the Americas and participated in the Atlantic slave trade from the beginning of the colonial expansion."</i>	Responses that earn 2 points: - Use at least two specific historical examples to support an argument regarding economic effects of overseas expansion in the period 1450 to 1700. Examples that successfully support an argument with evidence: <i>"Despite the power that the Spanish crown achieved due to its colonial dominance in the Americas, the Spanish economy was damaged by fighting wars and high inflation."</i> [Uses evidence to support an argument about the economic benefits and costs of overseas expansion] <i>"Overseas expansion and worldwide trade, including the Atlantic slave trade, caused an increase in population and the standards of living in Europe, which in turn increased the demand for luxury goods from Asia."</i> [Uses evidence to support an argument about the economic consequences of overseas expansion] <i>"As Europeans were generating major profits from the overseas colonies, they established new ways of preserving wealth, prompting the Commercial Revolution and innovations in banking. The Dutch became leaders in the banking industry."</i> [Uses evidence to support an argument about changes in economic institutions]

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 "Pirates threatened European economies." "Portugal colonized Brazil."	Responses that earn 1 point: - Must demonstrate the use of historical reasoning to frame or structure an argument about economic effects of overseas expansion in the period 1450 to 1700. The reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking specificity. Using a historical reasoning process to frame or structure an argument could include: - Structuring an argument thematically to highlight differences in a thematic category, such as trade and banking. - Arranging an argument to recount developments over the course of the period showing change over time. - Structuring an argument geographically to highlight the differences between the economic effects of the overseas expansion on different European states.	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: - Considering multiple possible most significant effects while establishing one as clearly more significant than others explicitly discussed. [Using evidence effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt] - Considering whether there is, in fact, a single most significant effect of overseas expansion on the European economy by acknowledging more than one effect. [Explaining multiple effects to explore complexity or nuance] - Explaining how Europe's economic relationships with the United States and formerly colonized areas both changed and remained the same in the wake of war and decolonization. [Explaining both continuity and change]

		Example of acceptable use of historical reasoning: • <i>“While Spain and Portugal directly sponsored overseas expansion, France was mostly involved in the trade through privateering.”</i> [Indicates difference among European states. This statement would need to be followed up with at least a minimal elaboration of this reasoning.] • <i>“Spain was a dominant power in the earlier period of the overseas expansion in part because of its access to precious metals, but later lost its dominance to Britain.”</i> [Indicates change over time. This statement would need to be followed up with at least a minimal elaboration of this reasoning.] • <i>“European powers became dominant worldwide thanks to overseas colonies, which allowed them to expand their global commercial networks and prompted them to develop innovative banking practices.”</i> [Indicates thematic categories and change over time. This statement would need to be followed up with at least a minimal elaboration of this reasoning.]	• Explaining reasons for the different regional levels of economic effects of the overseas expansion across various European states. [Explaining insightful connections across geographic areas]
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, Effect of Centralization of State Power**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 effect of centralization of state power in the period 1650 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 effect of centralization of state power in the period 1650 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 trend of centralization of state power had overarching effects on all Europe.”</i> Provide a historically defensible claim, but do not establish a line of reasoning <i>“The most significant effect of the centralization of state power was the creation of absolutism in monarchies.”</i> <i>“Rulers wanted to bring all the people of their lands under centralized rule.”</i> Are not historically defensible <i>“By the end of the 1700s only Prussia and Sweden appeared to have a strong state.”</i>		Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt <i>“The most significant effect of the centralization of state power was the emergence of the Enlightenment that occurred as a reaction to the limitations on individual rights and unequal treatment among people under absolutism.”</i> <i>“The most significant effects of centralization of state power were greater control over the nobility and the establishment of a strong bureaucracy.”</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <i>“The most significant effect of centralization of state power throughout Europe was the ability of the kings and queens to create state-controlled modernized armies without being dependent on the nobles, which allowed them to expand their territories by taking possessions of smaller princedoms and weaker neighbors.”</i> Establish a line of reasoning <i>“The most significant effect of the centralization of state power from 1650 to 1815 was the creation and spread of nationalism.”</i> <i>“The effects of the centralization of power resulted in forms of government that were more free.”</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>“Land-based empires employed strong bureaucracy to centralize their states.”</i> Provide a passing phrase or reference <i>“Louis XIV challenged the nobility.”</i>	Responses that earn this point: - Accurately describe a context relevant to the effects of centralization of state power in the period 1650 to 1815. Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - The end of the Tudor Dynasty and the coming of the Stuarts - Fragmentation of the Holy Roman Empire - The rise of absolutism in Europe - Alternatives to absolutist political systems, including constitutionalism - Power struggles between monarchs and nobles - Competition between minority and dominant national groups - Competition between European states for territories and resources - The impact of the Thirty Years’ War on relations between church and state - The Peace of Westphalia in 1648 gave rise to the idea of a sovereign state - The creation of a strong central state as a response to the French Wars of Religion - The continued decline of the Catholic Church’s power - The decline of the Ottoman Empire and competition for those lands - The ability of rulers to set the religion of their territory - Monarchs needed to centralize to levy taxes to pay for things like overseas expansion and expanded militaries Example of acceptable contextualization: <i>“The Peace of Westphalia gave rise to the ideas of political sovereignty within each state.”</i> <i>“The French Wars of Religion led some political thinkers to believe that the king should have absolute power to prevent this from happening again.”</i> <i>“Many rulers in Europe created more powerful states in attempt to compete with other monarchs.”</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 the effects of centralization of state power in the period 1650 to 1815.	Responses that earn 2 points: Use at least two specific historical examples to support an argument regarding the effects of centralization of state power in the period 1650 to 1815.
	Examples that do not earn points: Provide evidence that is outside the time period or region <i>“Italian and German respective unifications created strong nation states.”</i>	Examples of evidence that are specific and relevant include the following [two examples required]: - Theories of absolutism/divine right - Absolutist monarchs, such as Louis XIV, Joseph II, Frederick II, and Catherine the Great - Emperor Napoleon I - Art and monumental architecture - Enlightened absolutism - The revamping of state collection of taxes and finances - Limited participation of nobility in governance of the absolutist states - The preservation of social and economic privileges for the nobility - Resistance from the nobility, e.g., the Fronde in France - The new concept of the sovereign state and eventually of the nation-state - The development of the modernized, state-controlled military - The English Civil War resulting in the development of a system opposing absolutism - The Napoleonic Wars causing nationalistic sentiment in Europe - The Congress of Vienna restoring monarchies in Europe - The fragmentation of the Holy Roman Empire as an example of a state that failed to adopt centralization - The partition of Poland due to the inability of the Polish monarchy to consolidate its authority over the nobility Example of a statement that earns one point for evidence: <i>“After being confronted with the Fronde, Louis XIV established an absolutist rule in France.”</i>	Examples that successfully support an argument with evidence: <i>“He also revoked the Edict of Nantes with the Edict of Fontainebleau, ending religious toleration in France and forcing all French people to be Catholic, or to submit to his will. This imposition of religious uniformity restricted the freedom of French citizens, making them easier for Louis to control.”</i> [Uses evidence to support an argument about the effects of centralization of state power in the period 1650 to 1815] <i>“Both Frederick II of Prussia and Catherine II of Russia were enlightened absolutists who modernized their armies and expanded the territories of their empires.”</i> [Uses evidence to support an argument about the effects of centralization of state power in the period 1650 to 1815] <i>“The resistance of the nobility to the centralization of state power in the hands of the monarch led to various responses, including the rise of French autocracy, or, as in England, to the development of constitutionalism.”</i> [Uses evidence to support an argument about the effects of centralization of state power in the period 1650 to 1815]

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>“Catherine the Great of Russia was a despot.”</i> <i>“The Holy Roman Empire was weak, but Prussia was strong.”</i>	Responses that earn 1 point: - Must demonstrate the use of historical reasoning to frame or structure an argument about the effects of centralization of state power in the period 1650 to 1815. The reasoning might be uneven or 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 comparative reasoning to explain differing effects of state centralization in different countries. - Structuring an argument thematically to highlight differences in a thematic category, such as military, culture, and society. - Arranging an argument to recount developments over the course of the period showing change over time. Example of acceptable use of historical reasoning: <i>“France originally achieved centralization of state power during the absolutist period, but it emerged</i>	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 differences between the causes and effects of centralization of state power based on the changes in the political structures of various states. [Provides insightful connections within and across periods or geographical regions] - Explaining how differences in political culture led to different effects in different countries [e.g., France vs. England]. [Explaining multiple effects] - Considering similarities between certain factors affecting the centralization of state power, such as a reaction to the nobility's resistance in various states. [Using evidence effectively to demonstrate a sophisticated understanding]

		<i>as a nation in the anti-monarchical Revolution.”</i> [Indicates change over time to explore differing effects of the centralization of state power]	Acknowledging the variety of external factors, such as military competition with neighboring nations, that affected development of states. [Examining multiple causes, themes, or perspectives]
	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, Effect of the Growth of Representative Democracy**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 effect of the spread of democratic ideas on European politics in the 1800s.

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 political effect of the spread of democratic ideas in Europe in the 1800s. 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>“Democratic ideas of representation spread around Europe in the 1800s.”</i> Provide a historically defensible claim, but do not establish a line of reasoning <i>“Democratic ideas caused conservative pushback.”</i> Are not historically defensible <i>“The main achievement of the democratic movements in 1800s was full female suffrage throughout the continent.”</i>		Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt <i>“The most significant effect of the spread of democratic ideas in the 1800s was to promote political revolution and the extension of civil liberties for individuals.”</i> <i>“Although the spread of democratic ideas yielded some democratic reforms, their greatest initial effect on politics was to promote a conservative revival at both the state and international levels.”</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <i>“The spread of democratic ideas in the 1800s led the way to the adoption of many policies and institutions that paved the way for a modern European society, including public education, political parties and trade unions, extension of the universal vote, and welfare.”</i> Establish a line of reasoning <i>“The spread of democratic ideas in the 1800s led to the abolition of slavery and serfdom.”</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>“Radical ideas developed due to rising nationalism.”</i> Provide a passing phrase or reference <i>“Democracy is connected to industrialization .”</i>	Responses that earn this point: - Accurately describe a context relevant to the spread of democratic ideas in Europe in the 1800s. Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - The Enlightenment - The Scientific Revolution - Constitutionalism and parliamentarism - The French and/or Haitian Revolutions - The growth of the media [journalism] and public venues - Industrial capitalism - The development of new ideologies as a response to Industrialization - The development of self-conscious classes - Romantic nationalism and idea of the nation-state - The 1689 Bill of Rights in England - The Napoleonic wars - Infrastructural improvements Example of acceptable contextualization: <i>“In the 1800s, rapidly industrializing Great Britain continued to develop democratic ideas first established by the Bill of Rights.”</i> <i>“Napoleon was not a democrat, but his wars spread the ideas of the French Revolution.”</i> <i>“At the start of the 19th century, Europeans were inspired by the Enlightenment to conduct reforms.”</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. Examples that do not earn points: Provide evidence that is outside the time period or region: <i>"The experiences with democracy in the new American republic promoted political reform and revolution in France."</i> <i>"The Cold War is a great example of a battle between a democracy and a dictatorship."</i>	Responses that earn 1 point: - Identify at least two specific historical examples relevant to the spread of democratic ideas in the 1800s. Examples of evidence that are specific and relevant include the following [two examples required]: - The rise of the trade unions among the working classes - Early 19th-century political revolts against autocracy, including the Decembrists - The July Revolution in France - The Chartist movement in Britain - New ideologies, including liberalism, feminism, Utopian socialism, Marxism, anarchism, nationalism - Suffrage advocacy, the Chartist movement - The development of mass-based political parties throughout the continent, including those representing the workers - Reform movements and social reformers - The promotion of literacy and compulsory public education - The Revolutions of 1848 - The abolition of slavery and serfdom Example of a statement that earns one point for evidence: <i>"In 1800s, workers organized in unions and joined political parties to demand better treatment."</i>	Responses that earn 2 points: - Use at least two specific historical examples to support an argument regarding the spread of democratic ideas in the 1800s. Examples that successfully support an argument with evidence: <i>"Newly developed ideologies, such as socialism and liberalism, supported universal suffrage and promoted development of democratic institutions."</i> [Uses evidence to support an argument about the spread of democratic ideas in the 1800s] <i>"While the Radicals in Britain demanded universal male suffrage, it was thanks to the feminist movement, including the British Women's Social and Political Union, that the ideas of suffrage were eventually extended to the whole population."</i> [Uses evidence to support an argument about the spread of democratic ideas in the 1800s] <i>"The Revolutions of 1848 were liberal in nature and were inspired by nationalist ideas with the intention to establish democratic nation states."</i> [Uses evidence to support an argument about the spread of democratic ideas in the 1800s]
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>"Great Britain had a long tradition of parliamentary government."</i>	Responses that earn 1 point: - Must demonstrate the use of historical reasoning to frame or structure an argument about the spread of democratic ideas in the 1800s. The reasoning might be uneven or 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 comparative reasoning to explain effects of the democratic ideas in the 1800s. - Structuring an argument thematically to highlight differences in a thematic category, such as politics, culture, or economics. - Arranging an argument to recount developments over the course of the period showing change over time. Example of acceptable use of historical reasoning: <i>"In the 19th century, France led the democratic movement in Europe and despite the fact that</i>	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 differences between the effects of the spread of democratic ideas in different regions of Europe, e.g., Western Europe compared to Russia. [Explaining multiple themes or perspectives to explore complexity or nuance] - Explaining how foreign policy and warfare led to different effects of liberalization and spread of democratic ideas. [Explaining multiple effects] - Acknowledging reactionary responses to democratic ideas and evaluating their ultimate impact/significance. [Using evidence effectively to demonstrate a sophisticated understanding]

		<i>republic and monarchy kept changing each other since the Revolution of 1789, after a series of hurdles the long-lasting Third Republic was finally established in 1870.”</i> [Indicates change over time to explore the changing nature of democracy in France]	Evaluating how the effects of nationalism differed or were similar to the effects of democratic ideas. [Examining multiple themes or perspectives]
	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.		