

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timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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 significant political characteristic of European unification efforts in the period from 1945 to 1990. **1 point**

Examples of acceptable responses may include the following:

- Unification efforts in Western Europe, including but not limited to NATO, were motivated by the competition with the socialist Eastern bloc, which responded by uniting under the Warsaw Pact.
- Unification was a gradual process that was mostly pushed by France and West Germany.
- Attempts at political unification were intended to follow economic unification.
- European unification was a means for Western European countries to challenge the dominance of the United States after World War II.

- B** Describe one economic factor that facilitated European unification efforts in the period from 1945 to 1990. **1 point**

Examples of acceptable responses may include the following:

- Unification efforts in Western Europe were spearheaded with economic measures like abolishing tariffs and trade barriers.
- United States economic support to Western Europe such as the Marshall Plan encouraged states to make moves towards unification.
- Integration began with the successful coal and steel treaty which motivated next steps for unification.
- The loss of overseas colonies deprived Western European states of captive markets for goods and of exploitable resources, which encouraged the lowering of trade barriers within Western Europe.

- C** Explain one way the economic system in Eastern Europe differed from the economic system in Western Europe in the period 1945 to 1990. **1 point**

Examples of acceptable responses may include the following:

- Countries in Western Europe rebuilt their economies faster than the countries of the Soviet bloc due to the Marshall Plan, which led to the “economic miracle.”
- Western Europe was more prosperous than the countries of the Eastern bloc due to free market policies, in contrast to the centrally planned economic development pushed by the Soviet Union, which proved to be ineffective.
- Western European countries, integrated into the global economy, developed richer consumer culture while this did not happen in the less prosperous countries of the Soviet bloc.

Question 1: Document-Based Question, Causes of the First World War**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 First World War was primarily caused by popular nationalism or by the decisions of government leaders.

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 First World War was primarily caused by nationalism or by the decisions of government leaders. 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: Does not respond to the prompt <i>“The slaughter in the trenches created a ‘lost generation’ in Europe.”</i> Provide a historically defensible claim, but do not establish a line of reasoning <i>“Leaders made bad decisions that caused the war.”</i> Provide an overly generalized response to the prompt <i>“The First World War was caused by a lot of different factors.”</i>		Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt <i>“Although nationalistic enthusiasm enabled leaders to risk starting a war, it was really their decisions that drove the major powers to conflict.”</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <i>“It was really leaders’ decisions that caused the conflict, such as starting the massive arms race and creating the system of alliances.”</i> Establish a line of reasoning <i>“By challenging one of the great powers, Serbian nationalists started the chain of events that led to World 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 (0–1 points)	0 points Does not meet the criteria for one point.	1 point Describes a broader historical context relevant to the prompt.
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>“Industrialization in Europe caused a lot of social problems.”</i> Provide an overgeneralized statement <i>“Nations have always competed for territory and prestige.”</i> Provide a passing phrase or reference <i>“Europe was in an arms race.”</i>		Responses that earn this point: - Accurately describe a context relevant to the causes of the First World War. Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - German unification altering the balance of power in Europe - The growing arms race - Colonial competition - Alliance systems - The multiethnic nature of the European empires - Austria’s annexation of Bosnia in 1908 - The Balkan Wars - The Second Industrial Revolution - The Franco-Prussian War and German annexation of Alsace-Lorraine - The growth of nationalism in the 1800s - The Dreyfus Affair - Napoleon and Congress of Vienna - Revolutions of 1848 Examples of acceptable contextualization: <i>“In the late 1800s and early 1900s, European powers were locked into a series of alliances designed to protect themselves and advance their interests.”</i> <i>“Before 1914, the major powers were competing for overseas colonies in Africa and Asia.”</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 from Documents	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.
(0–2 points)	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 First World War was primarily caused by nationalism or by the decisions of government leaders. 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]: “<i>French authors describe young people wanting to be heroes in the war.</i>” [Document 7]: “<i>Luxemburg wrote that in 1915 people were no longer excited for the war.</i>”	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]: “<i>The decision of the Austro-Hungarian government to formally blame Serbia for the Sarajevo assassination led to the outbreak of the devastating war.</i>” [Uses evidence from the document to support an argument about the central role of government leaders in the First World War] [Document 1]: “<i>Separatist actions of nationalist, grassroots organizations such as the Black Hand, who aimed to infiltrate all layers of Serbian state and society, led to World War I.</i>” [Uses evidence from the document to support an argument about the role of nationalism in the outbreak of the First World War]
	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 Evidence Beyond 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.
(0–1 points)	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 First World War was primarily caused by nationalism or by the decisions of government leaders. Examples of specific and relevant evidence beyond the documents that earn this point include the following, if appropriate elaboration is provided: - The inflexibility of mobilization and war plans - Gavrilo Princip and his assassination of the Austrian Archduke Franz Ferdinand - Details of the Austrian ultimatum to Serbia and declaration of war on Serbia - The Russian role in protecting Serbia due to pan-Slavism - The German invasion of Belgium - Details of the European alliance system [e.g., the Triple Alliance, Triple Entente] - The naval arms race of the late 19th and early 20th centuries - Specific war goals of various European powers [e.g., France seeking the return of Alsace-Lorraine from Germany, German expansionism, etc.] - Socialist refusal to support the war effort in many countries - Socialists voting to support the war effort in some countries - Wartime and prewar propaganda Examples of evidence beyond the documents relevant to an argument about the prompt: “<i>French nationalists were looking forward to revenge and taking back lands lost to Germany in the Franco-Prussian war in the 19th century.</i>” [Provides a piece of evidence not in the documents relevant to an argument about the prompt] “<i>The Austrian government declared war on Serbia after the Serbian government did not fully accept the Austrian ultimatum hoping for Russian support.</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 Sourcing	0 points Does not meet the criteria for one point.	1 point For at least two documents, it explains how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument.
(0–1 points)	Decision Rules and Scoring Notes	
Responses that do not earn this point:		Responses that 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.		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.
Examples that do not earn this point:		Example of acceptable explanation of the relevance of the author’s point of view:
Identify the point of view, purpose, historical situation, and/or audience, but do not explain how or why it is relevant to an argument		[Document 1]: <i>“The members of Black Hand were Serbian nationalists who sought to use the political turmoil in the Balkans to overthrow Austrian rule.”</i> [Connects the point of view of the document relevant to an argument about the role of nationalism]
<i>“Rosa Luxemburg was a famous feminist and revolutionary.”</i>		Example of acceptable explanation of the relevance of the author’s purpose:
Summarize the content of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience		[Document 4]: <i>“The Austrian government produced the ultimatum to pin the blame for the Archduke’s murder on the government of Serbia and win popular support for military action against Serbia.”</i> [Connects the purpose of the document relevant to an argument about the actions of the government leaders]
<i>“Wilhelm and Nicholas were writing to each other to explain their positions in terms of their military mobilization efforts.”</i>		Example of acceptable explanation of the relevance of the historical situation of a source:
		[Document 6]: <i>“The photo was taken right at the beginning of the war when people were genuinely excited for what they thought would be a heroic and patriotic opportunity to defeat the Germans.”</i> [Connects the historical situation of the document relevant to an argument about the role of popular nationalism]
		Example of acceptable explanation of the relevance of the audience:
		[Document 5]: <i>“The telegrams were private correspondence between government leaders, who were also close family attempting to engage in diplomatic negotiations to prevent war.”</i> [Connects the audience of the document relevant to an argument about the role of government leaders]

Row D Analysis and Reasoning Complex Understanding	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.
(0–1 points)	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 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 popular nationalism in European countries was not the reason for the outbreak of the war, but the tool used and fueled by the leaders to mobilize their societies for the war effort. [Demonstrates complexity and nuance] - Arguing that nationalism affected not just the masses of ordinary Europeans but was also a central motivation for the government leaders to enter the war, as in the example of the pan-Slavism of the Russian leaders. [Demonstrates sophisticated understanding] - Arguing that nationalism was a force that was on the rise long before the First World War and was fueled by several factors, including colonial expansionism, the arms race, and a complex web of alliances, which inevitably led to a global war. [Demonstrates relevant and insightful connections] - Arguing that while the First World War was primarily caused by popular nationalism, it was also caused to a lesser extent by decisions of government leaders. [Explaining multiple themes or perspectives]
		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. Constitution of the Black Hand, Belgrade, Serbia, 1911	- Describes goals and objectives of the secret organization devoted to liberating Serbs living under Austro-Hungarian rule - States the goal of achieving control over state power in Serbia	- The audience of the document were the members of the organization and its potential sympathizers. [audience] - The constitution was written during the struggle of the Serbian people for independence from Austro-Hungarian rule and after the Balkan Wars liberated several nations from Ottoman rule. [historical situation]
2. Henri Massis and Alfred de Tarde, "The Young People of Today," Paris, 1912	- Claims that young elite Frenchmen are looking forward to a war - Argues that young Frenchmen are attracted to the war due to the idea of heroism and military aesthetics	- The article was written in the atmosphere of impending war as a series of crises dominated the news in the years leading up to World War One. [historical situation] - The article was printed in a newspaper and was intended to be read by a wide variety of people in France that the author hoped to convince. [audience] - The article was based on a survey, conducted among the students of elite institutions, and was relaying their opinions. [POV]
3. Jules Cambon, French Ambassador to Germany, report to the French Minister for Foreign Affairs, Berlin, 1913	- Claims that the Imperial German government roused patriotic sentiment in Germany - Argues that the Kaiser used patriotic sentiment to pass an expensive military spending bill in the legislature	- The report was written for the French Minister for Foreign Affairs and was probably read by other bureaucrats who were concerned about German militarism and the possible threat to France. [audience] - The report was written by a French diplomat stationed in Berlin who was describing public opinion in Germany for his superiors back in Paris. [POV]
4. Leopold Berchtold, Austro-Hungarian Minister for Foreign Affairs, diplomatic note to Serbia, July 1914	- Claims that the Serbian nationalist movement is spreading separatism in Austria-Hungary - Argues that the Serbian government is ultimately responsible for the murder of the archduke	- The note was prepared by the Austro-Hungarian Minister for Foreign Affairs to be delivered as an ultimatum to the government of Serbia by Austria-Hungary's ambassador. [audience] - The note was a formal accusation against the Serbian government for its support of the terrorists involved in the assassination of the Archduke. [purpose]
5. Telegrams between Kaiser Wilhelm II of Germany and Tsar Nicholas II of Russia, July–August 1914	- Nicholas claims that he hopes for peace but argues that he must mobilize the Russian army due to the Austrian mobilization efforts - Wilhelm claims he also must mobilize his army and warns Nicholas to stay away from the German border	- The telegrams were correspondence between two leaders who attempted to mediate on a more personal, family level to prevent a large war. [POV, purpose] - The telegrams were written after Austria-Hungary declared war on Serbia and an expansion of the conflict to involve the great powers was likely imminent. [historical situation]

6. Jacques Moreau, photo of women seeing off soldiers going to the front, Paris, August 1914	- Shows happy soldiers leaving for the front and excited women seeing them off - Depicts the public enthusiasm at the beginning of the war in France	- The photo was taken at the very beginning of the war when a lot of people were excited by patriotism. [historical situation] - The photographer aimed to capture the popular mood of patriotism and support of the troops at the start of the war. [purpose]
7. Rosa Luxemburg, pamphlet written from prison, 1915	- Describes the German public euphoria in the beginning of the war - Claims that German excitement for the war was gone by 1915 after the failed march on Paris - Argues that there is no impending end to the mass slaughter of the war	- The author was an antiwar German revolutionary socialist writing from jail in protest of the continuation of the war. [POV] - The pamphlet was written in 1915 after the initial excitement for the war was replaced by despair in Germany after the failure to win a quick victory. [historical situation]

Question 2: Long Essay Question, Comparison of Colonization by the Atlantic Powers**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 difference between the colonization efforts of the Iberian powers [Spain and/or Portugal] and the colonization efforts of the Atlantic powers [Britain, France, and/or the Netherlands] 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 difference between the colonization efforts of the Iberian powers [Spain and/or Portugal] and the colonization efforts of the Atlantic powers [Britain, France, and/or the Netherlands] 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 many differences between the Atlantic powers who sought overseas colonies.”</i> Provide a historically defensible claim, but do not establish a line of reasoning <i>“The Spanish established the largest colonial empire.”</i> Are not historically defensible <i>“The main difference between Spanish and Portuguese efforts and the efforts of other Atlantic powers was that England, France and the Netherlands turned a profit much more quickly.”</i>		Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt <i>“Unlike the other Atlantic powers, Spain’s empire dominated large parts of the interior of the Americas and was able to extract vast amounts of mineral wealth.”</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <i>“Spain and Portugal were much more strongly motivated by the desire to spread Christianity, while the other Atlantic powers primarily sought to gain wealth and power.”</i> Establish a line of reasoning <i>“Spain and Portugal were able to establish colonial empires much earlier than the other Atlantic powers.”</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>“The Renaissance was changing European culture.”</i> Passing phrase or reference <i>“The period 1450 to 1700 is often called the Age of Exploration.”</i>		Responses that earn this point: - Accurately describe a context relevant to European colonization efforts in the period 1450 to 1700. Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - Information about new maritime and military technology - Voyages of exploration and conquest - The role of religion in overseas expansion - New monarchies and state centralization in early modern Europe - The development of joint-stock companies in France, Britain, and the Netherlands - Mercantilism Example of acceptable contextualization: <i>“In the early modern period, advances in shipbuilding technology, navigation, and weaponry gave European countries the unique means to project their power over long distances.”</i> <i>“European monarchs and merchants were interested in increasing their profits from long-distance trade with Asia.”</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 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.
(0–2 points)	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 outside the time period <i>“The British established full control over India after the Sepoy uprising.”</i> <i>“The Atlantic Powers divided Africa during the Congress of Berlin.”</i> <i>“Britain diminished French colonial power during the Seven Years’ War.”</i>		Responses that earn 1 point: - Identify at least two specific historical examples relevant to European colonization efforts in the period 1450 to 1700. Examples of evidence that are specific and relevant include the following (two examples required): - Information about particular colonial holdings [e.g., New Spain, Brazil, New France, New England, Dutch East Indies, Caribbean plantation colonies] - The Columbian Exchange - Slavery and the transatlantic trade in enslaved persons - Details of particular explorers [e.g., De Gama, Columbus, Cabot, etc.] - Missionary efforts [e.g., the Franciscans, Jesuits, Dominicans, Protestants] - Commodities available from various overseas locations [e.g., spices from the East Indies, furs from North America] - Colonial conflicts [e.g., disputes of Spain and Portugal over newly discovered territories, English attacks on Spanish Caribbean colonies, the Dutch conquest of Brazil] - Puritan [and other religious dissenters’] colonization of North America to escape persecution Example of a statement that earns one point for evidence: <i>“The Dutch were motivated by economic gain when they took over Portuguese trading posts in Ceylon and the East Indies. These posts gave them access to markets in China and India where they could secure luxury goods.”</i>	Responses that earn 2 points: - Use at least two specific historical examples to support an argument regarding the most significant difference between the colonization efforts of the Iberian powers [Spain and/or Portugal] and the colonization efforts of the Atlantic powers [Britain, France, and the Netherlands] in the period 1450 to 1700. Examples that successfully support an argument with evidence: <i>“The Spanish monarchy encouraged and supported the creation of mission stations to convert Native Americans, demonstrating how important religion was for Catholic powers as a motivating factor.”</i> [Uses evidence to support an argument about the role of religion in Spanish colonization] <i>“Although France employed Jesuit missionaries in North America, the main French efforts were directed towards increasing profits from the fur trade with Native Americans.”</i> [Uses evidence to support an argument about the role of financial motivation for colonization efforts of France] <i>“While Spanish and Portuguese spread Catholic beliefs across their colonial territories, British colonists were often religious dissenters who hoped to escape religious persecution.”</i> [Uses evidence to support an argument about different aspects of religious motivation for the colonization efforts of Atlantic powers]

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 the most significant difference between the colonization efforts of the Iberian powers [Spain and/or Portugal] and the colonization efforts of the Atlantic powers [Britain, France, and/or the Netherlands] in the period 1450 to 1700. The reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking specificity.	
Examples that do not earn points: May include evidence but offer no reasoning to connect the evidence to an argument. <i>“Vasco de Gama was the first European to directly reach India by sea.”</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.	
		Using a historical reasoning process to frame or structure an argument could include: - Explaining patterns of European colonization using continuity and change to point out how the Spanish domination of the Americas was later challenged. - Discussing European colonization using comparison and causation to describe how motivations differed among different European powers.	
		Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided: - Explaining contrasts between different types of motivation for colonization [e.g., religious or economic]. [Explains multiple themes or perspectives] - Considering multiple differences, such as geography, motivation, economic effects, relations with colonized peoples and/or local powers, etc., before arguing one as the most significant. [Explains multiple similarities or differences] - Comparing at least four specific colonies, such as New Spain, Brazil, New France, New England, to explore difference between the colonization efforts of the Atlantic powers. [Explains how at least four pieces of evidence support a nuanced or complex argument]	

	Example of acceptable use of historical reasoning: “Spain was able to create a vast colonial empire in the Americas, while Dutch and French colonial holdings in the Americas were much more modest.” [Indicates a difference between the geographic scope of the colonial empires of Spain and Portugal and the Atlantic powers]	
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, Scientific Revolution vs. The Enlightenment

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 difference between the Scientific Revolution and the Enlightenment.

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 difference between the Scientific Revolution and the Enlightenment. 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 numerous differences between the Scientific Revolution and the Enlightenment.”</i> Provide a historically defensible claim, but do not establish a line of reasoning <i>“The Scientific Revolution changed European society more than the Enlightenment did.”</i> Are overgeneralized <i>“A major difference between the two movements was the type of people involved in each.”</i>		Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt <i>“While the two movements shared similar ideas about the importance of rational inquiry, the most important difference was their scope, as the ideas of the Enlightenment reached a much broader audience.”</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <i>“While both movements are intertwined, one can say that the Scientific Revolution gave birth to modern science, while the Enlightenment was an intellectual and philosophical movement that promoted the ideas of rationalism, liberty, and tolerance.”</i> Establish a line of reasoning <i>“The main difference was that the Scientific Revolution focused on math and physics, but the Enlightenment was about philosophy.”</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 (0–1 points)	0 points Does not meet the criteria for one point.	1 point Describes a broader historical context relevant to the prompt.
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>“The French Revolution challenged the political order of Europe.”</i> Overgeneralized statement <i>“Both movements led to great intellectual changes in Europe.”</i>		Responses that earn this point: - Accurately describe a context relevant to the Scientific Revolution and/or the Enlightenment. Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - The Protestant Reformation and challenges to the intellectual authority of the Catholic Church - The Age of Exploration - The printing press and the expansion of literacy - Renaissance humanism and secularism - The rise of absolutism - Rediscovery of classical scientific and philosophical works - Wars of Religion - The English Civil War Example of acceptable contextualization: <i>“The Age of Exploration and the Renaissance allowed Europeans to learn more about the world, creating perfect conditions for the Scientific Revolution and the Enlightenment.”</i> <i>“The new ideas of science and the Enlightenment were spread by the printing press.”</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 "Inventions such as the telegraph, radio, and electricity revolutionized communication."			
Responses that earn 1 point: - Identify at least two specific historical examples relevant to the Scientific Revolution and/or the Enlightenment. Examples of evidence that are specific and relevant include the following (two examples required): - Information about specific scientists and philosophers [e.g., Galileo, Newton, Locke, Voltaire, Adam Smith] - Public venues and print media - Religious toleration and changing ideas about religion - Government support for scientific inquiry [e.g., the Royal Society, the French Academy, and similar institutions] - Empiricism in the Scientific Revolution - Enlightenment attempts to apply scientific principles to social issues - The French Encyclopedia - Influence of encounters with different societies overseas on Enlightenment thought - Specific rulers [e.g., Louis XIV, Charles II, Catherine the Great, etc.] Example of a statement that earns one point for evidence: "Galileo's use of the telescope to prove the heliocentric model and Newton's application of mathematics to describe universal physical laws are both examples of how the Scientific Revolution changed people's basic picture of the world."			
Responses that earn 2 points: - Use at least two specific historical examples to support an argument regarding the most significant difference between the Scientific Revolution and the Enlightenment. Examples that successfully support an argument with evidence: "The publication of the <i>Encyclopedia by Enlightenment philosophers</i> shows the greater popular reach of the movement." [Uses evidence to support an argument about the more widespread influence of the Enlightenment] "The demolition of the traditional, earth-centered view of the universe by Copernicus, Galileo and Kepler would have more lasting repercussions than the works of the Enlightenment." [Uses evidence to support an argument about the more lasting significance of the Scientific Revolution] "The ideas of the Scientific Revolution affected science and technology, but the Enlightenment had political effects such as the French Revolution." [Uses evidence to support an argument about different aspects of European society that were changed by the two movements]			
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 the most significant difference between the Scientific Revolution and the Enlightenment. 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: Assert the use of historical reasoning without framing of structuring an argument "Scientific discoveries led to technological change."			
Using a historical reasoning process to frame or structure an argument could include: - Discussing significant differences in the effects of the Scientific Revolution vs. the Enlightenment using comparison and/or causation. - Explaining how Enlightenment figures applied some of the methods of the Scientific Revolution to deal with political, social and/or religious issues using continuity and change.			
Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided: - Considering multiple differences (e.g., social and intellectual) between the two movements before arguing for one as the most significant. [Explaining multiple thematic differences between the two movements] - Considering differences between the Enlightenment in different geographic areas and their connections to the Scientific Revolution. [Explaining relevant and insightful connections within and across geographical areas] - Discussing four representative figures of the two movements to delineate the difference between the Scientific Revolution and the Enlightenment. [Explaining how multiple pieces of specific and relevant evidence support a nuanced or complex argument]			

	Example of acceptable use of historical reasoning: “The Enlightenment differed from the Scientific Revolution both in the scope of its impact and its effect on the political status quo.” [Indicates difference between the two movements]	
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 the Status of Women**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 difference between the status of women in the period 1815 to 1914 and the status of women in the period after 1914.

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 difference between the status of women in the period 1815 to 1914 and the status of women in the period after 1914. 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>“Women went through numerous significant changes of status in the 1800s and 1900s.”</i> Provide a historically defensible claim, but do not establish a line of reasoning <i>“The most important change for women was gaining more political power.”</i> Are not historically defensible <i>“Women gained more rights in the 1800s than they would later.”</i>		Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt <i>“Although women gained the right to vote in the 1900s, the greater and more important difference between their status in the 1900s and the earlier period was they gained greater economic opportunities after 1914.”</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <i>“While early feminists focused on the status of women in terms of their right to vote and women’s participation in politics, the later feminist movement was more concerned with the issues of reproductive rights and equal social opportunities.”</i> Establish a line of reasoning <i>“World War I significantly changed the professional status of women in comparison to the earlier period because it gave them access to new jobs.”</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 (0–1 points)	0 points Does not meet the criteria for one point.	1 point Describes a broader historical context relevant to the prompt.
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>“In Christianity, women were not allowed to serve as priests.”</i> Provide a passing phrase or reference <i>“Women lacked most rights prior to the twentieth century.”</i>		Responses that earn this point: - Accurately describe a context relevant to the status of European women in the 1800s and/or 1900s. Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - Women’s involvement in the French Revolution - The Enlightenment - Voices against women’s rights, including Rousseau - The cult of domesticity and nuclear family - Growth of educational institutions for women - Ideas of popular sovereignty and national identity - Early feminist writings [e.g., Mary Wollstonecraft, Olympe de Gouges] - Industrialization and changes in women’s employment in the 1800s - Liberal and conservative arguments against women’s role in the public sphere - Socialist debates about women’s labor and political rights Example of acceptable contextualization: <i>“Predated by many individual female thinkers advocating for the equal potential of women, the early feminist movement arose as one of the responses to industrialization and socialist politics.”</i> <i>“The Enlightenment’s values of civic rights helped develop ideas of female suffrage.”</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: Evidence outside the time period "Women actively participated in the Renaissance and Reformation."			
Responses that earn 1 point: - Identify at least two specific historical examples relevant to the status of European women in the 1800s and/or 1900s. Examples of evidence that are specific and relevant include the following (two examples required): - The Cult of Domesticity - Female participation in the World Wars - Birth control and reproductive rights - Women's suffrage movements in Britain and elsewhere - Details regarding nineteenth and early twentieth century feminists [e.g., Flora Tristan, Emmeline Pankhurst] - Details regarding postwar feminists [e.g., Simone de Beauvoir] - Industrialization and the increased demand for female labor - The effects of war mobilization on women's labor and social status during and after the First World War - Rise of companionate marriage and more stress on emotional bonds between married couples - Soviet attempts to foster gender equality - Marxism and socialism and the Marxist critique of the bourgeois family Example of a statement that earns one point for evidence: "After the Bolshevik Revolution, the Soviet government used state resources to try to boost female equality, setting up daycare facilities and opening many professions to women, though women were largely shut out of high government positions."			
Responses that earn 2 points: - Use at least two specific historical examples to support an argument regarding the most significant difference between the status of women in the period 1815 to 1914 and the status of women in the period after 1914. Examples that successfully support an argument with evidence: "The spread of reliable birth control in the 1900s had a major effect on women's status, allowing them to choose when to have children." [Uses evidence to support an argument about the greater changes in women's status in the later period] "In the 1800s and early 1900s, women in several countries gained rights to own property and manage their own legal affairs, although they still had lower status than men in many ways." [Uses evidence to support an argument about changes in women's status in the earlier period] "Women gained the right to vote in several Western European countries after the First World War in recognition of their contributions to the war effort." [Uses evidence to support an argument about changes in women's rights after 1914]			

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 the most significant difference between the status of women in the period 1815 to 1914 and the status of women in the period after 1914. 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: Asserts reasoning without framing or structuring an argument <i>"Many aspects of women's status changed from the 1800s to the 1900s, but some important ones stayed the same."</i> Using a historical reasoning process to frame or structure an argument could include: - Discussing differences in women's status in the two periods, such as voting rights, marriage and divorce, labor and education in two periods using comparison. - Discussing causes for changes in women's status over the two periods using causation [e.g., explaining how World War I affected women in the workforce]. Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided: - Considering multiple differences in women's status between the two periods before arguing for one as the most significant, e.g., arguing that women's gain of political/voting rights in the twentieth century across Europe was the most significant change. [Explaining multiple similarities or differences] - Elaborating differences in women's status in different regions of Europe [e.g., Eastern vs. Western Europe or Northern vs. Mediterranean Europe] and how they affected changes in status from one period to the next. [Explaining relevant and insightful connections within and across geographical areas]			

	Example of acceptable use of historical reasoning: <i>"The legal and political status of women changed more quickly than their social and economic status."</i> [Indicates a difference between two categories]	Analyzing in some detail the contributions of at least four significant figures or events in the feminist movement that affected the status of women in the two periods. [Explaining how multiple pieces of specific and relevant evidence, at least four, support a nuanced or complex argument]
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, Cold War**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 cause for the development of the Cold War in the mid-1900s. **1 point**

Examples that earn this point include the following:

- The previously existing fear of the spread of communism in the West after the Bolshevik Revolution.
- The Soviet occupation of Eastern Europe and the installation of communist regimes (Iron Curtain/Eastern Bloc).
- The Soviet fear of another invasion by Germany/the West as had happened in the World Wars.
The development of nuclear weapons first by the United States and then the Soviet Union.

(B) Explain one way in which the Cold War affected Europe in the second half of the 1900s. **1 point**

Examples that earn this point include the following:

- Both sides created economic unions (EEC/COMECON) to bind nations together and advance their economic ideologies.
- Alliance systems of mutual security were created in the West and the East (NATO/Warsaw Pact).
- The United States played a much greater role in Western European culture, economics, and politics than it had before the Second World War (Marshall Plan, Truman Doctrine).
- Eastern and Western Europe followed very different economic and social paths, as the West embraced individualism, capitalist consumerism, and social welfare programs, and the East pursued a more collective system based on central planning and suppression of dissent.
- Fears of nuclear conflict and mutually assured destruction (intensified by arms race) loomed over European society.

(C) Explain one reason why the Cold War ended in the late 1900s. **1 point**

Examples that earn this point include the following:

- Economic discontent in the Eastern Bloc grew, manifesting in opposition movements such as Solidarity in Poland.
- Soviet Premier Gorbachev implemented economic and political reforms that allowed for more criticism of the government and openness to the West.
- A western arms buildup, in addition to the drain of the Afghanistan War, pushed Soviet military spending beyond the state's capacity to maintain.
- Unlike prior uprisings against communist rule in Hungary and Czechoslovakia, the Soviet Union refused to intervene against the uprisings in Eastern Europe in 1989.

Total for question 4 3 points

Question 1: Document-Based Question, Romanticism vs. Enlightenment**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 Romanticism maintained a connection to the Enlightenment or challenged the Enlightenment.

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. Examples that do not earn this point: Provide a historically defensible claim, but do not establish a line of reasoning <i>"The Romantic movement challenged many of the main ideas of the Enlightenment."</i> Establish a line of reasoning, but do not provide a historically defensible claim <i>"The Romantic movement rejected emotion and intuition and emphasized reason and logic."</i>	Responses that earn this point: The response must provide a historically defensible thesis or claim that establishes a position on a historically defensible thesis or claim that establishes a position on whether Romanticism maintained a connection to the Enlightenment or challenged the Enlightenment. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument. Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt <i>"Romantics continued to deal with many of the same concerns as Enlightenment figures, especially in their interest in the natural world and the secret of life."</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <i>"Romanticism was a challenge to the Enlightenment because of the greater value Romantics placed on the arts and their intuitive, emotional approach to understanding the human and natural world."</i> Establish a line of reasoning <i>"Romanticism was a major challenge to the Enlightenment because it questioned the value of reason." (Minimally acceptable thesis/claim)</i>
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 (0-1 points)	0 points Does not meet the criteria for one point.	1 point Describes a broader historical context relevant to the prompt.
	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>"The emotionalism of Romanticism was threatened by the rising influence of the Enlightenment."</i> <i>"Romanticism can be described as breaking away from reality, and find the beauty within nature and mankind. However, the Enlightenment focused on realism and science."</i> Provide an overgeneralized statement about the time period referenced in the prompt <i>"Europe was experiencing massive intellectual change in the 1700s."</i> Provide a passing phrase or reference <i>"Most intellectuals in the 1700s considered themselves part of the Enlightenment."</i>	Responses that earn this point: Accurately describe a context relevant to whether Romanticism maintained a connection to the Enlightenment or challenged the Enlightenment. Examples of relevant context that earn this point include the following if appropriate elaboration is provided: - Connection between the Enlightenment and the Scientific Revolution—continued advances in science in the 1700s - Enlightenment's empiricist approach to nature and natural phenomena - Enlightenment approaches to religion—Deism, skepticism - Political upheavals in Europe—French Revolution - Neoclassicism in the arts (as a contrast to Romanticism) Examples of acceptable contextualization: <i>"The immense discoveries of the Scientific Revolution seemed to prove the value of a reasoned, systematic approach to knowledge and human experience."</i> <i>"Up until the Romantic era, artists and intellectuals thought reason was more important than emotion." (Minimally acceptable contextualization)</i>
Additional Notes: - The response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. - To earn this point, the context provided must be more than a phrase or reference.		

Reporting Category	Scoring Criteria		
Row C Evidence (0-3 points)	Evidence from the Documents		
	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 six 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, without an accompanying description, of the content of the documents - 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 the topic of whether Romanticism maintained a connection to the Enlightenment or challenged the Enlightenment. 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 3) <i>“Coleridge discusses his reading of Newton and challenges Newton’s understanding of the world.”</i> (Document 1) <i>“Wordsworth advocates a walk in the woods as a means of gaining important knowledge.”</i>	Responses that earn 2 points: Support an argument in response to the prompt by accurately using the content of at least six documents. Examples of supporting an argument using the content of a document: (Document 1): <i>“Wordsworth asserts that scientific knowledge comes from an emotion—pleasure, demonstrating that the Romantics were less interested in reason.”</i> (Connects the contents of the document to an argument that Romanticism marked a break with the Enlightenment) (Document 7): <i>“Goethe, one of the most famous German Romantics, is nevertheless interested in the systematic study of nature and what would eventually be known as evolution.”</i> (Connects the contents of the document to an argument that Romanticism showed some continuities with the Enlightenment)
	Additional Notes: To earn two points, the six 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 Must use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about 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 an argument about whether Romanticism maintained a connection to the Enlightenment or challenged the Enlightenment. Examples of specific and relevant evidence beyond the documents that earn this point include the following if appropriate elaboration is provided: - Connections to nationalism and the French Revolution - Religious revivalism - Rousseau as a transitional figure between Enlightenment and Romanticism - Any of various Romantic artists/writers not included in the documents - Any of various Romantic works of literature (Sorrows of Young Werther, The Prelude, etc.) - Any of various major Romantic paintings - Sturm und Drang style - Romantic interest in folklore and superstition - Relationships between Romantic figures and scientists Examples of evidence beyond the documents relevant to an argument about the prompt: <i>“Goethe’s popular novel follows a young man’s efforts to free himself from intellectual and social restraints.”</i> (Provides a piece of evidence not in the documents relevant to an argument about the prompt) <i>“The writings of Jean-Jacques Rousseau bridged the gap between Enlightenment and Romanticism, by focusing on ideas of natural morality and education.”</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.		

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 three 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 less than three 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 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 <i>"In Document 2, Novalis writes from the point of view of a scientist."</i> Summarize the content of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience <i>(Document 7): "Palagi, in a carefully composed painting, celebrates a moment of scientific insight by Isaac Newtown, a scientist who inspired men of the Enlightenment." (Note that the inclusion of the word "carefully composed" is not enough by itself to gain credit for sourcing.)</i>	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 three documents sourced. Example of acceptable explanation of the significance of the document's purpose: (Document 7): "Goethe, writing to a government official at a time when states competed for scientific prestige, is eager to establish his contributions to scientific knowledge." (Connects the purpose of the document to an argument in favor of continuity) Example of acceptable explanation of the relevance of the audience of a source: (Document 2): "Novalis is an intellectual writing to other intellectuals, so his claim that poetic understanding is superior to scientific understanding is all the more striking." (Provides information about the audience of the document relevant to an argument that Romanticism marked a break with the Enlightenment) Example of acceptable explanation of the significance of the source's point of view: (Document 6): "Palagi is looking back at the artistic achievements of an earlier era, which may explain why he blends Neoclassical and Romantic elements together." (Identifies the point of view of the image and how this affects the image's reliability as a piece of evidence) Example of acceptable explanation of the relevance of the historical situation of a source: (Document 3): "Coleridge wrote his biographical sketches at a time when scientific discoveries about nature were accelerating and grabbing people's attention." (Provides sourcing regarding the historical situation of the document and connects that information to an argument in favor of continuity)

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, using evidence to corroborate, qualify, or modify an argument that addresses the question.
	Decision Rules and Scoring Notes	
		Responses that earn this point: May demonstrate a complex understanding in a variety of ways, such as: - Explaining nuance of an issue by analyzing multiple variables. - Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects. - Explaining relevant and insightful connections within and across periods. - Confirming the validity of an argument by corroborating multiple perspectives across themes. - Qualifying or modifying an argument by considering diverse or alternative views or evidence. Demonstrating complex understanding might include any of the following if appropriate elaboration is provided: - Analyzing multiple variables, for example discussing how the responses to the Enlightenment by visual artists, poets and philosophers in the Romantic period differed. (Explains nuance) - Explaining how the Romantic movement was a response to multiple developments, for example the Enlightenment and industrialization. (Explains multiple causes) - Explaining insightful connections across periods, for instance by constructing an argument that accounts for shifts within the Romantic movement from a universalist movement (like the Enlightenment) to more particularistic expressions of localism and nationalism. (Explains relevant and insightful connections) - Qualifying the argument, for instance by exploring ways in which Romantic artists and thinkers both distanced themselves from strict Enlightenment rationalism while also still sharing the Enlightenment's interest in scientific progress. (Corroborates, qualifies, or modifies an argument by considering diverse or alternative views or evidence)
Additional Notes: This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.		

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. Wordsworth “Tables Turned”	Poem argues that nature teaches more about life and humanity than science or investigation	- As a poet who writes about nature and beauty, Wordsworth argues that they can be a surer source of truth than intellectual study. (point of view) - Wordsworth had received a rigorous education, so his rejection of it in favor of free-ranging study of nature is all the more telling. (situation)
2. Novalis, Romantic Encyclopedia notes	- Emphasizes the combination of nature and study in experimentation and trying to understand the world around one - Argues for the ultimate importance of the poet over the scientist	- Novalis, an intellectual interested in the Romantic point of view, wishes to justify its value to those who may not subscribe to it. (purpose) - As an intellectual, Novalis’s endorsement of the greater value of poetic insights would have carried more weight. (situation)
3. Coleridge letter	- Criticizes Newton as a materialist who views the external world with a passive mind - Expresses how Shakespeare and Milton are greater than Newton	- At a time when Newton’s theories and pure science were praised, Coleridge, himself a poet, admires Shakespeare and Milton as greater than Newton, because Newton merely takes a passive view of the external world. (point of view/situation) - As a romantic poet expressing to his letter’s reader that spirit is above science, Coleridge declares that it would take five hundred souls of Newton to make one Shakespeare or Milton. (point of view/audience)
4. M. Shelley “Frankenstein”	- Depiction of a fictional scientist rejecting the rational approaches of the Enlightenment and turning back to alchemy. - Expresses the limitations of science in understanding the most important aspects of nature	- As a Romantic author emphasizing the spiritual qualities of nature, Shelley has her fictional character take an approach to knowledge that Enlightenment rationalists had discarded. (point of view/purpose) - Writing to British readers at the start of England’s industrialization, Shelley wishes to show how nature has spiritual qualities in order to break from a purely scientific, rational approach to nature. (point of view/purpose/situation)
5. P. Shelley, “Defense of Poetry”	Writes about the essence of poetry, and how it is not created purposely, but comes from within the writer, often out of his control.	- As a poet who is also interested in science, Shelley sees poetic knowledge as essential for understanding the world. (point of view) - Addressing an audience of non-poets, Shelley is attempting to define poetic inspiration as something that comes from outside of oneself and is not under one’s conscious control. (audience)

6. Pelagio Palagi, “Newton Discovering the Refraction of Light,” painting, 1827	- Illustrates Newton observing the refraction of light - Depicts Newton’s discovery as a moment of inspiration from watching a child blow bubbles	- As a painter influenced by Romanticism, the artist attempts to show Newton as influenced less by experimental deduction but rather by a moment of inspired insight. (POV/purpose) - Shows the continuing influence of the Newtonian worldview, even as the artist adds elements of emotion and inspiration to Newton’s scientific methods, as the child’s game beats the books and instruments as the source of Newton’s discovery. (situation)
7. Goethe letter	- Writes about his own personal scientific investigations into plants and animal anatomy - Describes himself as part of a community of scholars	- As a public intellectual, Goethe is eager to promote scientific research by describing his own accomplishments and their influence. (purpose) - Writing to a government official, Goethe wishes to establish his scientific credentials in a time period when states competed in science. (audience/situation)

Question 2: Long Essay Question, Reformation Change**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 political or social change during the Reformation period (1517–1650).

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 or social change in the Reformation. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.
Examples that do not earn this point: Do not focus on the topic of the prompt <i>"The most significant change in the Reformation era was the expansion of trade with Asia and the Americas."</i> Do not provide a historically defensible claim <i>"The most significant change in the Reformation was the belief in the supreme authority of the Pope in political matters."</i> Provide a historically defensible claim, but do not establish a line of reasoning <i>"The Reformation marked a major change in the political and social structure of European society."</i> Restate the prompt or are overgeneralized <i>"The Reformation was a time of significant continuity, as much remained the same in spite of significant change."</i> <i>"The continuities in the Reformation are more significant than the changes."</i>		Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt <i>"The most significant political change in the Reformation was that rulers attempted to use Protestantism as a means of gaining or keeping political power."</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <i>"The most significant social and political change in the Reformation was the challenging of traditional hierarchies, as peasants and other marginalized people used Protestant challenges to papal authority as a reason to challenge political and social authority."</i> Establish a line of reasoning <i>"The most significant change in the Reformation was the pope's loss of political authority."</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 (0-1 points)	0 points Does not meet the criteria for one point.	1 point Describes a broader historical context relevant to the prompt.
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 overly generalized attempt at contextualization "There were numerous reasons for religious discontent at the start of the 1500s." "Heretics were treated harshly by the Catholic Church." Provide a passing phrase or reference "Church officials were corrupt."		
Responses that earn this point: Accurately describe a context relevant to the most significant political or social change in the Reformation.		
Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - Growing literacy and availability of printed materials - The rise of new monarchies / centralizing states - The growth of humanism during the Renaissance - Spread of Christian humanism - Specific examples of corruption in the Catholic Church (indulgences/simony/etc.) - Prior religious wars (Crusades/Ottoman wars/etc.) - Prior movements that challenged church authority (Jan Hus/Lollards/etc.) Examples of acceptable contextualization: "Prior to the Reformation, the development of the printing press allowed for cheaper prints of religious materials, such as translated Bibles, to make their way into the hands of more Europeans." "The Christian humanists, such as Erasmus, offered critiques of Catholic Church practices that in many ways helped pave the way for Martin Luther and his 95 theses." "Prior to the Reformation, Catholic Church practices had come to be seen as increasingly corrupt." (Minimally acceptable contextualization)		
Additional Notes: - The response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. - 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 evidence relevant to the topic of the prompt.	2 points Supports an argument in response to the prompt using specific and relevant examples of 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 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 "The French Revolution attempted to abolish Christianity altogether during the radical Jacobin phase."			
Responses that earn 1 point: Identify at least two specific historical examples relevant to the topic of the most significant political or social change in the Reformation.			
Examples of evidence that are specific and relevant include the following (two examples required): - Luther's critiques of the Church - The various offshoots of Protestantism - The wars of religion - Henry VIII's break with the Catholic Church - The Catholic Reformations - The Council of Trent - The spread of peasant revolts in Europe - Habsburg efforts to unite Europe - Missionary efforts in the Americas and Asia Example of a statement that earns one point for evidence: "Authorities violently suppressed peasant revolts, which were in part inspired by Luther's challenge to Church authority. However, Luther himself condemned the German peasant rebellions, and did not wish to see the social order overturned in the way the peasant rebels wished." (Provides two specific pieces of historical evidence relevant to the prompt—Luther's challenge to Church authority and condemnation of the peasants' revolt)			
Responses that earn 2 points: Use at least two specific historical examples to support an argument regarding the most significant political or social change in the Reformation.			
Examples that successfully support an argument with evidence: "The Church recognized the need to respond to Luther and the rise of Protestantism, and it did so in two ways: reforming itself through the Council of Trent, and encouraging Catholic Kings and princes to violently suppress Protestantism, helping fuel the Wars of Religion that went on through the 1500s and only ended in 1648." (Functions as part of an argument that Catholic reforms were a change during the Reformation period) "Many political authorities saw the Reformation and the weakening of papal authority as a chance to expand their own authority. For example, Henry VIII, who had been honored by the pope as a defender of the Catholic faith, broke with the Church to create the Church of England when the pope would not agree to allow Henry VIII to divorce his wife." (Presents a topic sentence making a general statement about the political authorities taking advantage of the Reformation followed by two specific examples) "Habsburg rulers saw themselves as defenders of the Christian faith, both against internal enemies such as the Protestants, but also against the threat of the Muslim Ottomans. Despite their efforts, the Ottomans continued to expand and Protestant states such as England and the Dutch Republic defeated Habsburg attempts to reimpose Catholicism on them." (Presents evidence about the Habsburgs and links it to an argument about changes in the period)			

	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, using evidence to corroborate, qualify, or modify an argument that addresses the question.
	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 do 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 for the most significant political or social continuity in the Reformation, although the reasoning may be uneven, limited, or imbalanced.	Responses that earn 2 points: May demonstrate a complex understanding in a variety of ways, such as: - Explaining the nuance of an issue by analyzing multiple variables. - Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects. - Explaining relevant and insightful connections within and across periods. - Confirming the validity of an argument by corroborating multiple perspectives across themes. - Qualifying or modifying an argument by considering diverse or alternative views or evidence.

Examples that do not earn points: Provide evidence but offer no reasoning to connect the evidence to an argument <i>"The Jesuit order was established to counter the Protestants and spread Catholicism abroad."</i> <i>"Henri IV was willing to revert to Catholicism to bring an end to the French civil wars."</i>	Using a historical thinking skill to frame or structure an argument could include: - Using continuity and change over time reasoning to explain the most significant political or social change in the Reformation - Structuring an argument thematically to highlight changes in different geographical areas of Europe, such as the lack of Protestant success in southern Europe compared to northern Europe. - Arranging an argument to recount developments over the course of the period showing change over time across Europe. Example of acceptable use of historical reasoning: <i>"Eventually, Europeans were permitted to practice their faith privately which is a major social change from before the reformation when Europeans were mandated to go to Church, support a certain religion, and obey the religious ideals of their absolutist leader."</i> (Structure of response demonstrates change over time)	Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided: - Explaining differences in the changes in the Reformation era in different areas of Europe. (Provides insightful connections within and across periods) - Explaining the interactions between continuities and changes during the Reformation era. (Explains nuance, multiple variables.) - Evaluating whether the continuities in the Reformation were more significant than the changes. (Qualifies or modifies an argument) - Considering both political and social changes during the Reformation. (Confirms the validity of an argument by corroborating multiple perspectives across themes)
Additional Notes: This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.		

Question 3: Long Essay Question, Econ Imperialism 19th Century Change**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 Europe's economic relationship with the rest of the world during 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.		
Examples that do not earn this point: Do not focus on the topic of the prompt "The most significant change in Europe's economy was the Agricultural Revolution." Do not provide a historically defensible claim "The most significant change in Europe's economic relationship with the rest of the world was Europe's reliance on imports of manufactured goods." Provide a historically defensible claim, but do not establish a line of reasoning "The Nineteenth century was the time of the second big push for European imperialism." Restate the prompt or are overgeneralized "The 1800s were a time of significant change, as many things changed while there were also significant continuities." "The changes in Europe's economic relationship with the rest of the world are more significant than the continuities."		
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.		
Responses that earn this point: Provide a historically defensible thesis or claim about the most significant change in nineteenth-century Europe's economic relationship with the rest of the world. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.		
Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt "The most significant economic change in the nineteenth century was that Europeans switched from a primary interest in luxury goods to a focus on imports of raw materials for industrial use." Establish a line of reasoning that evaluates the topic of the prompt with analytic categories "The most significant economic change was the new imperialism, which looked for new captive markets to sell industrial products to, while also using investment in newly independent countries in the Americas to ensure a supply of food and raw materials." Establish a line of reasoning "The most significant change in the relations with the rest of the world was the industrial Revolution making Europe the dominant economic power in the world." (Minimally acceptable thesis/claim)		

Reporting Category	Scoring Criteria	
Row B Contextualization (0-1 points)	0 points Does not meet the criteria for one point.	1 point Describes a broader historical context relevant to the prompt.
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 overly generalized attempt at contextualization "There were numerous European empires before the 1800s." "Trade was an important part of Europe's economy." Provide a passing phrase or reference "Joint-stock companies were important."		
Responses that earn this point: Accurately describe a context relevant to the most significant change in nineteenth-century Europe's economic relationship with the rest of the world.		
Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - Prior imperial expansion (Americas, Asia, and African trading posts) - Mercantilism - The Industrial Revolution/advances in technology and transportation - Adam Smith/<i>laissez-faire</i> - Commercial Revolution - Trans-Atlantic trade in enslaved persons - New consumer goods (sugar/tea/coffee/etc.) - Social Darwinism/"white man's burden" Examples of acceptable contextualization: "Europeans had established trading posts along the coast of Africa and in key locations on the coasts of India and Southeast Asia." "The main economic theory practiced at the time was mercantilism, which used colonies as a source of raw materials and a market for finished goods." "Europe's industrializing economies increasingly depended on resources from the outside world." (Minimally acceptable contextualization)		
Additional Notes: - The response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. - 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 evidence relevant to the topic of the prompt.	2 points Supports an argument in response to the prompt using specific and relevant examples of 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 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 "European states developed joint stock or East India companies to manage trade and colonies in Asia."			
Responses that earn 1 point: <u>Identify at least two specific historical examples</u> relevant to the topic of the most significant change in nineteenth-century Europe's economic relationship with the rest of the world.			
Examples of evidence that are specific and relevant include the following (two examples required): - The Industrial Revolution - The Scramble for Africa - European colonies in Asia - Examples of goods or resources extracted from colonies - Imperial competition between European states - Economic imperialism - Independence movements in Latin America - Medical and technological advances - Abolitionism - Critiques of imperialism - Settler colonies			
Example of a statement that earns one point for evidence: "Throughout the century, industrial production in England required resources and markets from overseas. Settler colonies in Canada, Australia, and New Zealand provided food and other raw materials such as wool and timber to England and bought finished English products in return." (Provides two specific pieces of historical evidence relevant to the prompt)			
Responses that earn 2 points: <u>Use at least two specific historical examples</u> to support an argument regarding the most significant change in nineteenth-century Europe's economic relationship with the rest of the world.			
Examples that successfully support an argument with evidence: "The Scramble for Africa was triggered in part by King Leopold's claim to the Belgian Congo. Like earlier imperialism, the Belgians exploited native labor to extract resources, in this case ivory and rubber." (Functions as part of an argument that resource extraction was part of a change in the nineteenth century) "Europeans remained fascinated with potential markets in Asia, especially China and Japan, and made forceful efforts to open those markets throughout the nineteenth century, which contributed to conflicts such as the Opium Wars." (Presents a topic sentence making a specific statement about Asian trade, followed by an example of an effect of that push to open markets in Asia) "European economic policies and behavior in the world was challenged throughout the nineteenth century. In the first half of the century abolitionists sought to end the slave trade and the plantation system, and in the second half, anticolonialists called out abuses in the Belgian Congo and other places that violently forced locals to work on Europeans behalf." (Presents a topic sentence making a general statement about challenges to economic policies, followed by two examples of critiques of European behavior in the rest of the world)			

	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, using evidence to corroborate, qualify, or modify an argument that addresses the question.
	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 do 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 the most significant change in nineteenth-century Europe's economic relationship with the rest of the world.	Responses that earn 2 points: May demonstrate a complex understanding in a variety of ways, such as: - Explaining the nuance of an issue by analyzing multiple variables. - Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects. - Explaining relevant and insightful connections within and across periods. - Confirming the validity of an argument by corroborating multiple perspectives across themes. - Qualifying or modifying an argument by considering diverse or alternative views or evidence.

Examples that do not earn points: Provide evidence but offer no reasoning to connect the evidence to an argument "The Congress of Berlin was organized by Bismarck." "Indian soldiers rebelled against the British in 1857."	Using a historical thinking skill to frame or structure an argument could include: - Using continuity and change over time reasoning to explain the most significant economic change in nineteenth-century Europe's economic relationship with the rest of the world - Structuring an argument thematically to highlight changes in different geographical areas of the world, such as the push of Europeans from trading ports into the interior of Asia. - Arranging an argument to recount developments over the course of the period showing a long-term change. Examples of acceptable use of historical reasoning: "The need for markets for industrial goods was a key change of the nineteenth century, which led to the creation of formal settler colonies." (Uses CCOT reasoning to highlight an economic change in the 1800s. This statement would need to be followed with at least a minimal elaboration of this reasoning.) "Europeans went from trading posts on the coast to opening the interior of Africa over the course of the century, in the quest for new resources." (Uses CCOT reasoning to highlight a change in Europe's relationship with Africa. This statement would need to be followed with at least a minimal elaboration of this reasoning.)	Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided: - Explaining differences in the changes in Europe's economic relations with different parts of the world. (Provides insightful connections within and across geographical spaces) - Explaining the interactions between continuities and changes during the nineteenth century, such as changes in the types of raw materials being sought. (Explains nuance, multiple variables.) - Evaluating whether the continuities in the nineteenth century were more significant than the changes. (Qualifies or modifies an argument) - Considering political and social changes during the nineteenth century, and how they relate to economic changes. (Confirms the validity of an argument by corroborating multiple perspectives across themes)
Additional Notes: This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.		

Question 4: Long Essay Question, Political Instability Continuity**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 the sources of political instability in Europe during the 1900s.

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 the sources of political instability in twentieth-century Europe. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.
Examples that do not earn this point: Do not focus on the topic of the prompt "The most significant changes in the effects of political instability was the creation of international organizations such as the UN." Do not provide a historically defensible claim "The most significant change in the sources of European political instability in the twentieth century was Europe's lack of economic growth." Provide a historically defensible claim, but do not establish a line of reasoning "The twentieth century was a period of intense international conflict, including two world wars." Restate the prompt or are overgeneralized "Politics in the 20th Century showed significant change, as many things changed while there were also significant continuities." "The changes in Europe's politics are more significant than the continuities."		Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt "The most significant change in twentieth-century political instability was the emergence of radical nationalist ideologies such as Nazism and fascism." Establish a line of reasoning that evaluates the topic of the prompt with analytic categories "The most significant change in sources was the economic pressures resulting from the First World War and the Great Depression, which helped fuel radical movements on both the left and the right in the interwar period." Establish a line of reasoning "The most significant change in twentieth century political instability was the threat posed by communism after the Bolshevik Revolution." (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 (0-1 points)	0 points Does not meet the criteria for one point.	1 point Describes a broader historical context relevant to the prompt.
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 overly generalized attempt at contextualization "There were numerous reasons for political instability in the 1900s." "Political instability grew in the nineteenth century." Provide a passing phrase or reference "Nationalism grew in the 1800s."		
Responses that earn this point: Accurately describe a context relevant to the most significant change in the sources of political instability in twentieth-century Europe.		
Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - The rise of political ideologies (conservatism, liberalism, etc.) - The growth and spread of nationalism - Karl Marx/Marxism - Second Industrial Revolution - Reform movements such as suffrage - Political instability in nineteenth-century Europe - Expansion of media and education Examples of acceptable contextualization: "The spread of new types of media throughout the century, such as radio, television, and the internet, facilitated the spread of ideas, and provided new means to propagandize." "The Nineteenth century saw a great deal of instability, as nationalism and industrialization contributed to revolutionary outbreaks like 1848 and the Paris Commune." "Marxism had developed in the 1800 as a major source of revolutionary movements." (Minimally acceptable contextualization)		
Additional Notes: - The response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. - 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 evidence relevant to the topic of the prompt.	2 points Supports an argument in response to the prompt using specific and relevant examples of 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 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 "Brexit showed the limits of the European Union in the face of nationalism."			
Responses that earn 1 point: Identify at least two specific historical examples relevant to the topic of the most significant change in the sources of political instability in twentieth-century Europe.			
Examples of evidence that are specific and relevant include the following (two examples required): - The Bolshevik Revolution - Collapse of Ottoman and Austrian Empires - The World Wars - Versailles Treaty - Decolonization - The Great Depression - Fascism and Nazism - Collapse of Communism - Yugoslav Wars 1968 - Soviet interventions - Cold War - Communist vs. Capitalist systems Example of a statement that earns one point for evidence: "The success of the 1917 Bolshevik Revolution in Russia inspired similar attempts at revolution in other parts of Europe, particularly in Germany in 1919, during the so-called Spartacist revolt, which was brutally put down by right-wing militias known as Freikorps." (Provides at least two specific pieces of historical evidence relevant to the prompt)			
Responses that earn 2 points: Use at least two specific historical examples to support an argument regarding the most significant change in the sources of political instability in twentieth-century Europe.			
Examples that successfully support an argument with evidence: "The 1905 Revolution in Russia was a warning shot to the Tsarist government that it needed reform. However, despite some superficial concessions, the Tsarist government failed to fix itself, helping pave the way for the 1917 revolutions that overthrew it and led to the communist takeover." (Functions as part of an argument that failed reform efforts provoked political instability) "European economic problems were a source of political instability. The 1929 stock market collapse and the resulting Depression led to the rise of the Nazis in Germany, and the collapse of other democracies in Eastern Europe." (Presents a topic sentence making a general statement about economic problems, followed by an example of an effect of economic problems on political stability) "After two World Wars, Western European leaders tried to apply lessons learned in the first half of the twentieth century. They created the EEC to bind nations together economically and stop the trade issues that had contributed to prior depressions. They also put in generous welfare policies in hopes of preventing the sort of radicalism that grew out of mass unemployment." (Presents a topic sentence making a general statement about economic policies, followed by two examples of postwar economic changes)			

	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, using evidence to corroborate, qualify, or modify an argument that addresses the question.
	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 do 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 the most significant change in the sources of political instability in twentieth-century Europe.	Responses that earn 2 points: May demonstrate a complex understanding in a variety of ways, such as: - Explaining the nuance of an issue by analyzing multiple variables. - Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects. - Explaining relevant and insightful connections within and across periods. - Confirming the validity of an argument by corroborating multiple perspectives across themes. - Qualifying or modifying an argument by considering diverse or alternative views or evidence.

Examples that do not earn points: Provide evidence but offer no reasoning to connect the evidence to an argument <i>"The Bolshevik Revolution followed the prior revolution that replace the Tsar."</i> <i>"The uprising in Czechoslovakia in 1968 was known as Prague Spring."</i>	Using a historical thinking skill to frame or structure an argument could include: - Using continuity and change over time reasoning to explain the most significant change in the sources of political instability in twentieth-century Europe. - Structuring an argument thematically to highlight changes in different geographical areas of Europe, such as the emergence of new nationalist tensions in the Balkans. - Arranging an argument to recount developments over the course of the period showing structural changes. Examples of acceptable use of historical reasoning: <i>"The fear of communist revolution was a key part of the political instability of the twentieth century, as the west saw Bolsheviks hiding everywhere."</i> (Uses CCOT reasoning to highlight a change in the twentieth century; this statement would need to be followed with at least a minimal elaboration of this reasoning) <i>"Germany represented the most significant change in the source of political instability as it would intensify competition among the European states for the strongest military power."</i> (Uses CCOT reasoning to highlight how one state created political change and response in others)	Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided: - Explaining differences in the changes in Europe's political instability in the twentieth century in different parts of Europe. (Provides insightful connections within and across geographical spaces) - Explaining the interactions between continuities and changes during the twentieth century, such as changes in instability after the World Wars. (Explains nuance, multiple variables) - Evaluating whether the continuities in the twentieth century were more significant than the changes. (Qualifies or modifies an argument) - Considering economic and social changes during the twentieth century, and how they relate to political changes. (Confirms the validity of an argument by corroborating multiple perspectives across themes)
Additional Notes: This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.		