

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timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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 change to European politics or society caused by nationalism in Europe during the period 1900 to 1950. **1 point**

Examples that earn this point include the following:

- Nationalism and national rivalries led to two major and highly destructive European conflicts (the world wars).
- Nationalism encouraged greater government control over society in totalitarian governments.
- Nationalism contributed to the breakup of some multiethnic empires (Austria Hungary, the Ottoman Empire) at the end of the First World War and loss of territory by others (e.g., Germany and Russia losing territory to Poland).
- Nationalism led to the creation of new states in Eastern Europe at the end of the First World War.
- Growth of nationalism and independence movements in European colonies forced a change in domestic politics in Europe as countries faced the possible loss of empire.

- (B)** Explain one way in which nationalism led to a change in European politics or society during the period 1950 to 2000. **1 point**

Examples that earn this point include the following:

- The excesses of nationalism discredited it in the eyes of many people after the Second World War and encouraged support for organizations like the UN.
- In reaction to nationalistic politics and war, Western European governments pushed for the creation of the European Union.
- The Soviet Union attempted to suppress nationalism in the Eastern bloc.
- With the collapse of the Soviet Union, some multiethnic countries in Eastern Europe split into smaller countries based on nationality (Czechoslovakia, Yugoslavia).
- In some areas of Europe, national minorities within existing states began to agitate for autonomy or independence (Catalans, Basques, Scots, Ireland).

- The Cold War, rising out of competitive nationalism, created changes in politics and society within the European continent (Space Race, Arms Race).

(C) Explain one way in which nationalism contributed to a continuity in European politics or society during the period 1950 to 2000. **1 point**

Examples that earn this point include the following:

- Nationalism continued to fuel conflict, as in the breakup of Yugoslavia or the “the Troubles” in Northern Ireland.
- Migration continued to be a contentious issue in European countries, raising issues of national and religious identities.
- Nationality continued to be an important component of most people’s identity in Europe, despite transnational organizations and ideologies and despite globalization and greater interconnectedness.
- Despite changes in boundaries, the nation-state continued to be the primary basis for the political systems and political structures of Europe in the postwar period.
- National cultures and languages continued to provide most Europeans with a sense of belonging.
- Germans continued to see themselves as one nation, contributing to the reunification of Germany at the end of the Cold War.
- Some of the motivations that led to nineteenth-century Imperialism continued to inform European politics and society after World War II.

Total for question 4 3 points

Question 1: Document-Based Question, Haitian Revolution**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 Haitian Revolution was caused primarily by the spread of Enlightenment ideas or by the conditions of enslavement.

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: The response must provide a historically defensible thesis or claim that establishes a position on whether or not the Haitian Revolution was caused primarily by the spread of Enlightenment ideas or by the conditions of enslavement. 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: Provide a historically defensible claim, but do not establish a line of reasoning <i>“There were many factors that influenced the Haitian Revolution.”</i> Establish a line of reasoning, but do not provide a historically defensible claim <i>“While some say that the Haitian Revolution was influenced by the Enlightenment, I would say it is primarily influenced by conservative Christian religious beliefs.”</i>	Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt <i>“The Haitian Revolution was not primarily influenced by the Enlightenment, instead it was primarily influenced by the conditions of enslaved people in Haiti who were subjected to inhuman conditions and had little knowledge of the Enlightenment or its ideas.”</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <i>“Although Enlightenment thought concerning equality was a factor in the Haitian Revolution, the overall biggest factor was the horrific treatment of enslaved people, which inspired them to revolt.”</i> Establish a line of reasoning <i>“The Haitian Revolution was most strongly influenced by the Enlightenment because the leaders argued for their human rights.”</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.	Responses that earn this point: Accurately describe a context relevant to whether or not the Haitian Revolution was caused primarily by the spread of Enlightenment ideas or by the conditions of enslavement.
	Examples that do not earn this point: Do not provide context relevant to the topic of the prompt References to enslavement in the United States that do not connect to the topic of the prompt Provide an overgeneralized statement about the time period referenced in the prompt <i>“During the time of the Enlightenment movement, many new ideas developed.”</i> Provide a passing phrase or reference <i>“The Enlightenment was a big part of the French Revolution”</i>	Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - The French Revolution - Enlightenment ideas of human rights or equality - Transatlantic slave trade - The growing number of freed people in plantation colonies - The Columbian Exchange - Abolitionist movements - Plantation agriculture/particularly harsh treatment of enslaved people on sugar plantations - Colonial rivalries in the Caribbean - American Revolution - Napoleon’s imperial ambitions - The increasing participation in the public sphere by women, minorities, and marginalized groups - Other examples of resistance or rebellions by enslaved people Examples of acceptable contextualization: <i>“In the 18th century, abolitionist movements began to develop in England and other parts of Europe, inspired by the Enlightenment and by evangelical Protestant religious beliefs.”</i> <i>“Haiti was a highly profitable sugar colony of France.”</i> (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 (0–3 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, 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 factors that motivated the Haitian Revolution. 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>“The letter recounts a revolt by free people of color.”</i> (Document 6) <i>“The engraving shows a beautiful, smiling African woman who should be able to live ‘in liberty like you.’”</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 5): <i>“Clarkson describes the anger and fear caused by the slave trade and treatment of slaves on plantations as the main reason for the revolt.”</i> (Describes and connects the contents of the document to an argument regarding the conditions of enslavement) (Document 4): <i>“The rebel leaders provide details of how plantation slaves are mistreated by the owners and operators of the plantation</i> (Describes and connects the content of the document to an argument regarding the conditions of enslavement) (Document 2) <i>“Madame L-T states that Ogé’s rebels are seeking the rights granted by them by the French Revolutionary government, which was inspired by Enlightenment ideas.”</i> (Describes and connects the contents of the document to an argument regarding the importance of Enlightenment ideas)
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 Uses at least one additional piece of the 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 the Haitian Revolution was caused primarily by the spread of Enlightenment ideas or by the conditions of enslavement, for example: - Specifics about the conditions of enslavement in the Caribbean/high mortality, constant influx of newly enslaved people from Africa - Enlightenment ideas or thinkers supporting equality and/or attacking slavery - French Revolutionary ideas and or principles relevant to slavery - Napoleon's attempts to re-impose slavery, subdue the Haitian revolt - Declaration of the Rights of Man and Citizen - Examples of specific abolitionist figures or ideas - Ideas and documents associated with the American Revolution Examples of evidence beyond the documents relevant to an argument about the prompt: <i>"When Europe's demand for sugar increased, the plantations of the Caribbean imported increasing numbers of enslaved peoples from Africa to produce the crop."</i> (Provides a piece of evidence not in the documents relevant to an argument for the greater importance of the conditions of enslavement) <i>"Many members of the abolitionist movement in Europe were inspired by their religious faith, but others appealed to Enlightenment principles of liberty and human equality."</i> (Provides a piece of evidence not in the documents relevant to an argument for the greater importance of Enlightenment ideas)
	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 Doc 4, the rebel leaders are obviously hostile to slaveowners.”</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>“L’Ouverture (doc 7) tells his troops that the purpose of the rebellion is to establish liberty.”</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 author’s point of view: (Document 4): <i>“As leaders of the revolt, Papillon and Biassou have direct knowledge of the horrible conditions experienced by people forced to work on sugar plantations.”</i> (Connects the point of view of the document to an argument about the importance of the conditions of enslavement in the Haitian Revolution) Example of acceptable explanation of the relevance of the historical situation of a source: (Document 2): <i>“The letter-writer’s husband is part of the government that granted legal equality to free people of color, and she is trying to inform him of the failure of local authorities to carry out this decision.”</i> (Connects information about the historical situation of the quote with an argument about the influence of the Enlightenment on the Haitian Revolution) Example of acceptable explanation of the significance of the audience: (Document 1): <i>“The Society is addressing a French audience dedicated to Enlightenment ideas of natural liberty and equality for all.”</i> (Provides information about the audience of the source relevant to an argument about the influence of the Enlightenment on the Haitian Revolution) Example of acceptable explanation of the significance of the author’s purpose: (Document 7) <i>“L’Ouverture is rallying his troops by expanding their aim from local liberation to the universal struggle for freedom.”</i> (Provides information about the author’s purpose relevant to an argument about the influence of the Enlightenment on the Haitian Revolution)

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, such as how rebel leaders seeking to end the abuses of slavery used Enlightenment ideas to appeal to sympathetic Europeans. (Explains nuance) - Analyzing multiple variables by constructing an argument that explores the potential conflict between Enlightenment ideas about political equality and ideas about the supposed inferiority of non-European races. (Explains nuance.) - Explaining insightful connections across periods by constructing an argument that explains how the isolation of Haiti after the Revolution challenges the ideas of the Enlightenment. (Explains relevant and insightful connections) - Corroborating multiple perspectives, such as exploring how religious beliefs motivated both European abolitionists and Haitian revolutionaries or how Enlightenment ideas were more accessible to some people of African or mixed-race descent than they were to others. (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, historical situation, and/or audience by elaborating on examples such as:
1. Society of the Friends of Blacks, address to National Assembly	- Failure of the new French government to address grievances of enslaved people is making things worse - Inconsistency between principles of liberty announced by the new government and the continuation of slavery	- The National Assembly had only been created a few months before and enthusiasm for Revolutionary ideas was still high, strengthening the Society's appeal. (historical situation) - Resistance to the Old Regime/Bourbon monarchy in France was often described as resistance to slavery, and the Society's assertion of hypocrisy is intended to remind Assembly members of this. (audience)
2. Larchevesque-Thibaud, letter to her husband about Ogé's revolt	- A group of free people of color, led by Ogé, have mounted a rebellion - The rebels are demanding the enforcement of the French government decrees about equality for free people of color	- Larchevesque-Thibaud's husband is in the French government, so she is trying to give him a clear account of events. (purpose) - As a member of the White minority on the island, Larchevesque-Thibaud is concerned about the possibility of the revolt spreading to the much more numerous enslaved people. (point of view)
3. Dutty Boukman, sermon	- The god of the white people, who encourages crime and oppression, is different from the god of enslaved people, who protects his followers - Enslaved people should abandon Catholic religious symbols	- As a religious leader, Boukman expresses resistance to enslavement in religious terms. (point of view) - The rebels are on the point of launching a violent attack, so Boukman uses stark imagery of good vs. evil to inspire the participants. (purpose/historical situation)
4. Papillon and Biassou, letter to French commissioners	- Many slaveholders severely mistreat enslaved workers, even depriving them of customary rest periods - Commissioners should intervene to end abuses by slaveholders	- Papillon and Biassou are addressing commissioners from the French government who may not be aware of the extreme conditions on sugar plantations. (audience) - Papillon and Biassou are attempting to justify a violent rebellion, so they emphasize the abuses that triggered the uprising. (purpose/historical situation)
5. Thomas Clarkson, pamphlet on Haiti	- Kidnapping and mistreatment of Africans is the main cause of the revolt - Violence and suppression will not be effective in ending the rebellion	- As a member of the abolitionist movement, Clarkson sees slavery as inherently wrong. (point of view) - Clarkson is using the Haitian revolt as an example/warning about the inevitability of the collapse of slavery in general. (purpose)

6. Bonneville, engraving of African woman	- African woman is portrayed sympathetically - Caption reminds readers that the National Assembly has abolished slavery	- As an artist, Bonneville uses the visual medium to humanize his subject and challenge the racial justification for enslavement. (point of view/purpose) - The French Revolutionaries were debating the rights of women in government and in private life. (situation)
7. L'Ouverture, address to soldiers	- Exhorts his troops to fight to liberate enslaved people in Haiti - Portrays the rebellion as an effort to create a universal human brotherhood	- As leader of a rebel army, L'Ouverture is seeking to remind his troops of the highest motives for their actions. (historical situation/audience) - L'Ouverture is probably aware that his words will be spread to a European audience, so he employs imagery from the French Revolution to garner support. (audience)

Question 2: Long Essay Question, Protestant vs. Catholic Reformations**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 Protestant Reformation and the subsequent Catholic Reformation.

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 Protestant Reformation and the Catholic 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 difference between the two Reformations was the demand for religious texts during the Reformation.”</i> Do not provide a historically defensible claim <i>“The most significant difference was to encourage Protestants to create a new unified religious authority.”</i> Provide a historically defensible claim, but do not establish a line of reasoning <i>“The Protestant Reformation led the Catholic Church to begin its own attempt at reformation at the Council of Trent.”</i> Restate the prompt or are overgeneralized <i>“The most significant difference between the Protestant Reformation and the Catholic Reformation was the difference of religious beliefs and the social effect the Reformations had on Europe.”</i>	Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt <i>“The most significant difference between the Protestant and Catholic Reformations was that the Catholic Reformation maintained the hierarchies of the church, while the Protestant reformers created a priesthood of all believers.”</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <i>“The most significant difference was that the Catholic Reformation attempted to make minor changes to the existing church while the Protestants attempted to make a fundamental change in the way people worshipped and lived.”</i> Establish a line of reasoning <i>“The most significant difference in the Reformations was that the Protestants believed the Bible alone was the source of 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 <i>“There were numerous religious issues in the 1500s.”</i> <i>“Before the printing press, ideas didn’t spread easily.”</i> Provide a passing phrase or reference <i>“The Catholic Church was seen as corrupt.”</i>	Responses that earn this point: Accurately describe a context relevant to the difference between the Protestant Reformation and the Catholic Reformation.
		Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - Discontent with the Catholic Church - Medieval church’s growing corruption - Development of the printing press - Increased commercial activity and urbanization - Growing interest in classical texts during the Renaissance - Economic and cultural power of the Catholic Church before the Reformation - Peasant revolts - Christian humanism - Hand copying of books before the printing press - Religious wars - Prior challenges to the Catholic Church (e.g., Hus, Wycliffe, Lollards) Examples of acceptable contextualization: <i>“Christian humanists such as Erasmus criticized the corruption of the Catholic Church but did not break with it the way Protestants did.”</i> <i>“Even before the Reformation, the printing press was beginning to challenge the authority of the Catholic Church.”</i> (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 <i>“Jan Hus challenged the authority of the Catholic Church and was burned as a heretic.”</i>	Responses that earn 1 point: <u>Identify at least two specific historical examples</u> relevant to the topic of the difference between the Protestant Reformation and the Catholic Reformation. Examples of evidence that are specific and relevant include the following (two examples required): - The Jesuit Order - The Council of Trent - Protestant reformers such as Luther, Calvin, Zwingli, etc. - Henry VIII and the Church of England - German peasant revolts - Support of German princes for Protestants - Missionary activity within or outside Europe - Calvinist belief in predestination - Calvinist Geneva - Index of Forbidden Books - Sola Scriptura - The printing of Latin and vernacular versions of the Christian Bible, such as the Gutenberg Bible or Luther’s German Bible - The growth of literacy beyond a small group of elites Example of a statement that earns one point for evidence: <i>“Henry VIII exploited the weakness of the Church to break away and create the Church of England, with himself at the head, keeping most Catholic ritual, but allowing him to divorce his wife.”</i> (Mention of Henry’s formation of the Church of England and mention of some of the new Church’s characteristics counts as two separate pieces of evidence)	Responses that earn 2 points: <u>Use at least two specific historical examples</u> to support an argument about the difference between the Protestant Reformation and the Catholic Reformation. Examples that successfully support an argument with evidence: <i>“When people could read cheap printed Bibles and other religious texts for themselves, the authority of the clergy was threatened.”</i> (Functions as part of an argument that print served to undermine Catholic authority and help spread Protestant ideas) <i>“Luther’s words inspired a broader attack on existing hierarchies. German peasants took the ideas of Luther and used them to attack the privileges of the nobility in a series of revolts, despite Luther condemning them.”</i> (Presents a topic sentence making a general statement about the effects of Luther’s ideas followed by two specific examples) <i>“Martin Luther was able to use print, especially cheap printed pamphlets, to spread his ideas to a much wider audience than would have been possible if they all had to be copied by hand.”</i> (Presents a piece of evidence about print and links it to an argument about the importance of print in the Protestant Reformation)
	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 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 that addresses the difference between the religious ideas of the Protestant Reformation and the religious ideas of the Catholic 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 anabaptists challenged Catholic ideas on the rite of baptism.”</i>	Using a historical thinking skill to frame or structure an argument could include: • Using comparative reasoning to explain significant cultural, economic, political, or intellectual differences between the religious ideas of the Protestant Reformation and the religious ideas of the Catholic Reformation. • Structuring an argument thematically to highlight the differences between Protestant and Catholic Reformation ideas across themes. • Arranging an argument to recount differences over the course of the period showing change over time. Examples of acceptable use of historical reasoning: • <i>“The reliance on the Bible as the sole source of religious authority was a key difference in Protestant ideas.”</i> (Uses comparative reasoning to explain a significant difference between the religious ideas of the Protestant Reformation and the religious ideas of the Catholic Reformation. This statement would need to be followed with at least a minimal elaboration of this reasoning.) • Religious figures of the Protestant Reformation wished to reform Christianity even if it meant destroying the existing church, but Catholic reformers, while they wanted change too, were also interested in preserving what they considered to be key aspects of Catholicism. (Uses causal reasoning to explain a significant difference between the religious ideas of the Protestant Reformation and the religious ideas of the Catholic Reformation. This statement would need to be followed up with at least a minimal elaboration of this reasoning.)	Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided: • Explaining how the differences between the two religious movements persisted into later periods or contributed to later political or religious developments, for instance the contrast between absolutism and constitutionalism in the 1600s. (Provides insightful connections within and across periods.) • Explaining regional differences in the two religious movements, for instance differences between Protestantism in France and in England. (Explains nuance, multiple variables.) • Evaluating whether the differences between the two movements were more significant than the similarities, for instance by considering the effects of both movements on secular structures of power. (Qualifies or modifies an argument.) • Considering more than one social/intellectual/political difference between the two movements in the course of establishing one as more significant than other differences explicitly discussed. (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, First vs. Second Industrial Revolution**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 first Industrial Revolution and the second Industrial Revolution.

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 <i>“The most significant difference between the two Revolutions was the effect of the Enlightenment.”</i> Do not provide a historically defensible claim <i>“The most significant difference was the spread of industry to Britain during the second.”</i> Provide a historically defensible claim, but do not establish a line of reasoning <i>“The Second Industrial Revolution had a major effect on Europe’s economy.”</i> Restate the prompt or are overgeneralized <i>“The First and Second Industrial revolutions were very different.”</i>	Responses that earn this point: Provide a historically defensible thesis or claim about the most significant difference between the first Industrial Revolution and the second Industrial Revolution. 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>“The most significant difference between the two industrial revolutions was that the First was powered by coal, while the second expanded into the use of petroleum and the generation of electrical power.”</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <i>“The most significant difference was that the First expanded existing production while the second created new products and more specialized types of manufacturing.”</i> Establish a line of reasoning <i>“The most significant difference in the two revolutions was that the second spread to a broader area of Europe.”</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.	Responses that earn this point: Accurately describe a context relevant to the difference between the first Industrial Revolution and the second Industrial Revolution.
	Examples that do not earn this point: Provide an overly generalized attempt at contextualization <i>“There were numerous new inventions in the 1800s.”</i> <i>“Before industrialization, things were made by hand.”</i> Provide a passing phrase or reference <i>“The Industrial Revolution was a big change.”</i>	Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - Increased commercial activity - Urbanization and worker migration patterns - Agricultural revolution of the 18th century - Factors enabling early industrialization in Britain (markets, financial institutions, transportation networks) - Watt and the steam engine - Military competition among great powers - Growth of railroads - Development of the middle class - Wage labor and the factory system - Geographic differences in resources and economic development - Piece work and the putting out system - Expansion of consumer opportunities and the development of new institutions like the department store Examples of acceptable contextualization: <i>“The increase in the size of cities during the 1700s provided a larger labor pool for the new factories that were being built for mass production of goods such as textiles.”</i> <i>“An emerging middle class that earned its living off of factory labor owned most of the means of production.”</i> <i>“England’s natural resources allowed it to industrialize early. (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 (0–2 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 <i>“Scientists such as Isaac Newton developed laws of mechanics.”</i>	Responses that earn 1 point: <u>Identify at least two specific historical examples</u> relevant to the topic of the difference between the first Industrial Revolution and the second Industrial Revolution. Examples of evidence that are specific and relevant include the following (two examples required): - The use of mechanization in textile manufacturing - Growth of advertising and consumerism - Greater leisure opportunities - The growth of transportation and trade networks - The sponsorship of industrial development by states such as Prussia - Increasing scale and complexity of industrial processes - Lagging industrialization in Southern and Eastern Europe - Urban growth—problems and solutions - Expansion of organized labor and labor activism - Karl Marx and Frederick Engels - Department stores - New chemical processes - The Bessemer process Example of a statement that earns one point for evidence: <i>“The expansion of railroads and the use of steamships meant that manufactured goods and raw materials could be transported quickly and cheaply inside and outside of Europe, helping to expand consumerism.”</i> (Mention of technological advances and mention of the growth of consumerism count as two separate pieces of evidence.)	Responses that earn 2 points: <u>Use at least two specific historical examples</u> to support an argument regarding the difference between the first Industrial Revolution and the second Industrial Revolution. Examples that successfully support an argument with evidence: <i>“When people first moved into factory work the labor was low-paid, but by the late 1800s work and manufacturing became more specialized and wages increased.”</i> (Functions as part of an argument that the second Industrial Revolution was more beneficial to the working class.) <i>“Marx’s words inspired a movement to improve the conditions of workers. German authorities implemented new laws providing insurance and pensions for workers as a way of stopping revolutionary worker unrest.”</i> (Presents a topic sentence making a general statement about the effects of Marx’s ideas followed by two specific examples.) <i>“The Bessemer process enabled the mass-manufacture of steel, enabling the production of new goods and transforming the production of key industrial materials like turbines and railways.”</i> (Presents a piece of evidence about steel and links it to an argument about the importance of steel manufacturing in the second Industrial Revolution.)
	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 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 that addresses the difference between the First Industrial Revolution and the Second Industrial Revolution, 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 utopian socialists attempted to implement Marx’s ideas without revolution.”</i>	Using a historical thinking skill to frame or structure an argument could include: • Using comparative reasoning to explain significant cultural, economic, political, or intellectual differences between the first and second Industrial Revolutions. • Structuring an argument geographically to highlight the differences between the two revolutions in different parts of Europe. • Arranging an argument to recount differences over the course of the period showing change over time. Examples of acceptable use of historical reasoning: • <i>“The expansion of consumerism was a key difference between the two revolutions.”</i> (Uses comparative reasoning to explain a significant difference between the first Industrial Revolution and the second Industrial Revolution. This statement would need to be followed with at least a minimal elaboration of this reasoning.) • <i>“While the first revolution occurred in Great Britain and Northern Europe, the second expanded this process more to central Europe and parts of southern Europe.”</i> (Uses causal reasoning to explain a significant difference between the first Industrial Revolution and the second Industrial Revolution. This statement would need to be followed up with at least a minimal elaboration of this reasoning.)	Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided: • Explaining changes in the degree of difference, for instance by discussing longer-term effects of industrialization into the twentieth century. (Provides insightful connections within and across periods.) • Explaining reasons for the different regional levels of impact of the two waves of industrialization, in particular Eastern Europe vs. Central and Western Europe. (Explains nuance, multiple variables.) • Evaluating whether the differences were more significant than the similarities, for instance by considering class differentiation or ideological/policy reactions to both waves of industrialization. (Qualifies or modifies an argument.) • Considering whether there is in fact a useful distinction to be made between the two revolutions by discussing both as processes without clear beginning and end dates. (Qualifies or modifies an argument.) • Considering multiple possible differences while establishing one as clearly more significant than others explicitly discussed. (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, First vs. Second World War Economic Effects**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 economic effects of the First World War and the economic effects of the Second World War.

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 <i>“The most significant difference between the two wars was the level of casualties.”</i> Do not provide a historically defensible claim <i>“The most significant difference was the use of industry in the Second World War.”</i> Provide a historically defensible claim, but do not establish a line of reasoning <i>“The European Economic Community was a major change after World War Two.”</i> Restate the prompt or are overgeneralized <i>“The economic effects of the First and Second World Wars were very different.”</i>	Responses that earn this point: Provide a historically defensible thesis or claim about the most significant difference between the economic effects of the First World War and the economic effects of the Second World War. 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>“The most significant difference between the economic effects of the World Wars was the formation of economic blocs after the Second World War.”</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <i>“The most significant difference was that after the Second World War Western Europe was under a liberal capitalist system while eastern Europe lived under a communist system.”</i> Establish a line of reasoning <i>“The most significant difference in the two wars was a depression eventually resulted from the First.”</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 <i>“The two wars were very destructive.”</i> <i>“Europe went through lots of economic ups and downs.”</i> Provide a passing phrase or reference <i>“Industry was important to war production.”</i>	Responses that earn this point: Accurately describe a context relevant to the difference between the economic effects of the First World War and the economic effects of the Second World War.
		Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - Industrialization of Europe before 1914 - Nationalism and imperialism - Decolonization - Political radicalism - Marxism and other socialist ideas - Alliance systems - Industrial reform movements - Labor patterns prior to the First World War - Air raids on civilian and industrial targets/ war damage Examples of acceptable contextualization: <i>“Europe before World War I was experiencing a major period of economic growth spurred by the Second Industrial Revolution.”</i> <i>“International rivalries and a system of alliances led to the outbreak of World War I.”</i> (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 <i>“The unification of Germany made it an economic powerhouse.”</i>	Responses that earn 1 point: Identify at least two specific historical examples relevant to the topic of the difference between the economic effects of the First World War and the economic effects of the Second World War. Examples of evidence that are specific and relevant include the following (two examples required): - The European Economic Community / European Union - The “Economic Miracle” - The Great Depression - COMECON - Austerity/rationing during and after both wars - Destruction of industry and cities in World War II - Economic role of the United States in Europe (Dawes Plan after World War I, Marshall Plan after World War II) - Growth of postwar consumerism - The role of women in war production - The growth of the welfare state - Hyperinflation in Germany after World War I - Reparations payments Example of a statement that earns one point for evidence: <i>“In both wars, women took on new roles in the economy, working in weapons production and also in agriculture.”</i> (Mention of two separate types of war work counts as two pieces of evidence.)	Responses that earn 2 points: Use at least two specific historical examples to support an argument regarding the difference between the economic effects of the First World War and the economic effects of the Second World War. Examples that successfully support an argument with evidence: <i>“When the Second World War ended, the US pushed Western Europe to greater economic cooperation through the Marshall plan and encouraging the Coal and Steel pact, in contrast to the more isolationist policies implemented after the First World War.”</i> (Functions as part of an argument that the Second World War led to greater economic integration) <i>“While Germany had requisitioned labor in the First World War in occupied territory, during the Second, Nazi Germany created a vast system of slave labor camps particularly focused on exploiting people the Nazis deemed racially inferior.”</i> (Functions as part of an argument that the Second World War had a greater effect on civilian economic lives) <i>“The creation of the NHS and other welfare state provisions in Britain was in contrast to the Post-WWI failure to create what was called a ‘land fit for heroes’ but really just marked an attempt to return to the status quo.”</i> (Presents a piece of evidence about the NHS and links it to the post-WWI economy)
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 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 that addresses the difference between the economic effects of the First World War and the economic effects of the Second World War, 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 Soviet Union dominated Eastern Europe after the Second World War.”</i>	Using a historical thinking skill to frame or structure an argument could include: • Using comparative reasoning to explain significant economic differences between the First and Second World Wars. • Structuring an argument geographically to highlight the differences between the economic effects in different parts of Europe. • Arranging an argument to recount differences over the course of the period showing change over time. Examples of acceptable use of historical reasoning: • <i>“The linking of national economies through free-trade zones was a key difference in the economic aftermath of the Second World War.”</i> (Uses comparative reasoning to explain a significant difference between the economic effects of the First World War and the economic effects of the Second World War. 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 changes in the level of difference of economic impacts into the late twentieth century, for instance by discussing the fall of communism and attempts to introduce free-market reforms in former Soviet bloc economies. (Provides insightful connections within and across periods) • Explaining the level of difference in different regions of Europe, for instance by making a nuanced comparison between economic changes in Eastern vs. Western Europe. (Explains nuance, multiple variables) • Evaluating whether the differences between the two conflicts’ economic effects were more significant than the similarities. (Qualifies or modifies an argument) • Considering the political changes and how they affected economic differences in Eastern vs. Western Europe. (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.		