

Question 4: Short Answer No Stimulus**3 points****General Scoring Notes**

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timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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

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

Examples that earn this point include the following:

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

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

Examples that earn this point include the following:

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

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

Examples that earn this point include the following:

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

Total for question 4 3 points

Question 1: Document-Based Question, 19th Century Feminist Movement Econ vs Pol Equality**7 points****General Scoring Notes**

- Except where otherwise noted, each point of these rubrics is earned independently; for example, a student could earn a point for evidence without earning a point for thesis/claim.
- **Accuracy:** The components of these rubrics require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity:** Exam essays should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.

Evaluate whether the feminist movement of the 1800s was motivated primarily by a desire to achieve economic equality or a desire to achieve political equality.

Reporting Category	Scoring Criteria	
Row A Thesis/Claim [0-1 points]	0 points Does not meet the criteria for one point.	1 point Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: - Are not historically defensible. - Only restate or rephrase the prompt. - Do not respond to the prompt. - Do not establish a line of reasoning. - Are overgeneralized.	Responses that earn this point: Provide a historically defensible thesis or claim about whether the feminist movement of the nineteenth century was motivated primarily by the desire for political or economic equality. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument.
	Examples that do not earn this point: Provide a restatement of the prompt <i>“Political rights and economic opportunity were both important to feminists of the 1800s.”</i> Provide a historically defensible claim, but do not establish a line of reasoning <i>“Feminists were primarily interested in achieving political equality.”</i> Do not respond to the prompt <i>“The feminist movement was unable to achieve its goals in the 1800s.”</i>	Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt <i>“While feminists were mostly motivated by the desire to achieve political equality through voting rights, many of them saw this as a means to gain economic equality in the workplace.”</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <i>“Women’s movements of the 1800s were primarily motivated to achieve political equality in two forms—the right to vote and the recognition of various legal rights.”</i> Establish a line of reasoning <i>“Feminists mostly fought for political equality by attempting to secure the right to vote.”</i> [Minimally acceptable thesis/claim]
	Additional Notes: - The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion [which may not be limited to the first or last paragraphs]. - The thesis or claim must identify a relevant development[s] in the period, although it is not required to encompass the entire period.	

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

Reporting Category	Scoring Criteria		
Row C Evidence	Evidence from the Documents		
[0-3 points]	0 points Does not meet the criteria for one point.	1 point Uses the content of at least three documents to address the topic of the prompt.	2 points Supports an argument in response to the prompt using at least four documents.
	Decision Rules and Scoring Notes		
	Responses that do not earn points: - Use evidence from less than three of the documents - Misinterpret the content of the document - Quote the content of the documents without providing an accompanying description - Address documents collectively rather than considering separately the content of each document	Responses that earn 1 point: - Accurately describe—rather than simply quote—the content from at least three of the documents to address whether the feminist movement in the nineteenth century was primarily motivated by a desire for economic or political equality. Examples of describing the content of a document: Describe evidence from the documents relevant to the topic but do not use that evidence to support an argument [Document 2]: “Mozzoni [Doc 2] thinks women can contribute more than just their physical labor to society.” [Document 5]: “The photograph shows that the strikers seeking better working conditions were mostly women”	Responses that earn 2 points: - Support an argument in response to the prompt by accurately using the content of at least four documents. Examples of supporting an argument using the content of a document: [Document 4]: “Zetkin is intensely focused on the economic issue of improving women’s wages.” [Describes and connects the contents of the document to an argument regarding economic motivations of feminists] [Document 3]: “Fawcett argues that gaining the same rights as men will address the injustices faced by women.” [Describes and connects the content of the document to an argument regarding legal and political economic motivations of feminists] [Document 5]: “The strikers in the photograph are less interested in political rights than in decent working conditions.” [Describes and connects the contents of the document to an argument regarding economic motivations of feminists]
Additional Notes: To earn two points, the four documents do not have to be used in support of a single argument—they can be used across sub-arguments or to address counterarguments.			

Row C [Continued]	Evidence beyond the Documents:	
	0 points Does not meet the criteria for one point.	1 point Uses at least one additional piece of specific historical evidence [beyond that found in the documents] relevant to an argument in response to the prompt.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: - Provide evidence that is not relevant to an argument about the prompt. - Provide evidence that is outside the time period or region specified in the prompt. - Repeat information that is specified in the prompt or in any of the documents. - Provide a passing phrase or reference.	Responses that earn this point: - Must use at least one specific piece of historical evidence relevant to whether the feminist movement in the nineteenth century was primarily motivated by a desire for economic or for political equality Examples of specific and relevant evidence beyond the documents that earn this point include the following, if appropriate elaboration is provided: - Efforts to reform working conditions and urban living conditions - Nuclear families and the cult of domesticity - Companionate marriage - Liberal ideas of popular sovereignty and its limitations - Radicals demanding universal suffrage - Classical early feminist writings, such as those of Olympe de Gouges or Mary Wollstonecraft - Specific events or activists from the votes-for-women / suffragette movement not mentioned in the documents [e.g., Emmeline Pankhurst, John Stuart Mill] - Specific regulations or practices regarding women's labor not mentioned in the documents [e.g., Mines Act, Factory Acts] - Specific examples or dates of the extension of the franchise to women - Women's organizations for achieving economic or political equality [e.g., Women's Social and Political Union] - Women's participation in nineteenth-century revolutionary activities [e.g., women's role in the Paris Commune] Examples of evidence beyond the documents relevant to an argument about the prompt: <i>"Feminists were inspired by the successful expansion of male suffrage through the Reform Bills in Britain and revolutions in France to seek voting rights for women as well."</i> [Provides a piece of evidence not in the documents relevant to an argument about the prompt] <i>"In Britain, the suffragette movement under the leadership of Pankhurst turned to radical protests to achieve political rights for women."</i> [Provides a piece of evidence not in the documents relevant to an argument about the prompt]
Additional Notes: - Typically, statements credited as evidence will be more specific than statements credited as contextualization. - To earn this point, the evidence provided must be different from the evidence used to earn the point for contextualization. - To earn this point, the evidence provided must be more than a phrase or reference. - The point for evidence beyond the documents may be awarded for evidence that appears in any part of the response.		

Reporting Category	Scoring Criteria	
Row D Analysis and Reasoning [0-2 points]	Sourcing	
	0 points Does not meet the criteria for one point.	1 point For at least two documents, explains how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: - Explain sourcing for fewer than two of the documents. - Identify the point of view, purpose, historical situation, and/or audience but fail to explain how or why it is relevant to an argument. - Summarize the content or argument of the document without explaining the relevance of this summary to the point of view, purpose, historical situation, and/or audience. Examples that do not earn this point: Identify the point of view, purpose, historical situation, and/or audience, but do not explain how or why it is relevant to an argument "Bazan is addressing readers outside her own country." Summarize the content of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience "The female strikers in the photograph were trying to gain greater economic security."	Responses that earn this point: - Must explain how or why—rather than simply identifying—the document's point of view, purpose, historical situation, or audience is relevant to an argument that addresses the prompt for each of the two documents sourced. Example of acceptable explanation of the relevance of the author's point of view: [Document 3]: "As a woman writing for a male-owned journal, Fawcett is trying to convince men that they should support the cause of women's rights as well." [Explains how point of view affects the purpose of Fawcett's writing] Example of acceptable explanation of the relevance of the author's purpose: [Document 5]: "The photographer is attempting to show the strikers' desire for economic improvement in a sympathetic light by depicting them as somber and serious." [Explains how a likely purpose influences the way the workers are portrayed] Example of acceptable explanation of the relevance of the historical situation of a source: [Document 4]: "Writing in exile, Zetkin is free to make unrestrained attacks on the bad effects of capitalism on German workers." [Explains how Zetkin's historical situation influences her tone] Example of acceptable explanation of the relevance of the audience: [Document 7]: Dissard's warning about the dire economic consequences of a proposed law is intended to resonate with her female audience." [Explains how the audience of Dissard's piece shapes her message]

Row D [continued]	Complexity	
	0 points Does not meet the criteria for one point.	1 point Demonstrates a complex understanding of the historical development that is the focus of the prompt through sophisticated argumentation and/or effective use of evidence.
	Decision Rules and Scoring Notes	
		Responses that earn this point: May demonstrate a complex understanding through sophisticated argumentation that is relevant to the prompt. This may be done in a variety of ways, such as: - Explaining multiple themes or perspectives to explore complexity or nuance; OR - Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR - Explaining both cause and effect, both similarity and difference, or both continuity and change; OR - Explaining relevant and insightful connections within and across periods or geographical areas. These connections should clearly relate to an argument that responds to the prompt. May demonstrate a complex understanding through effective use of evidence relevant to an argument that addresses the prompt. This may be done in a variety of ways, such as: - Effectively using seven documents to support an argument that responds to the prompt; OR - Explaining how the point of view, purpose, historical situation, and/or audience of at least four documents supports an argument that responds to the prompt; OR - Using documents and evidence beyond the documents effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt. Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided: - Analyzing the influence of different levels of economic and social development in different countries on feminists' motivations in those countries. [Explaining nuance of an issue by analyzing multiple variables] - Comparing feminists' goals of the 1800s with those of the 1900s. [Explaining insightful connections across periods] - Arguing, for instance, that the demand for political rights was of more fundamental importance since it would contribute to greater economic opportunities. [Confirming the validity of an argument by corroborating multiple perspectives across themes] - Challenging the premise of the prompt by pointing out evidence that suggests the drive for political rights and the drive for economic improvement were often intertwined. [Using documents and evidence beyond the documents effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt]
Additional Notes: - This complex understanding must be part of the argument and may be demonstrated in any part of the response. - While it is not necessary for this complex understanding to be woven throughout the response, it must be more than merely a phrase or reference. - To earn a point for complexity by using seven documents in support of an argument, there must be an attempt to use all seven documents to effectively support an argument, but the use of the documents may be unevenly or inconsistently developed, or the document use may be weaker in one or two instances.		

Document Summaries

Document	Summary of Content	Explains the relevance of point of view [POV], purpose, situation, and/or audience by elaborating on examples such as:
1. Voilquin, <i>New Woman</i> article, 1833	- Legislatures have excluded women, but made laws governing them - The Code Napoleon entrenches male dominance	- Voilquin is writing after France has undergone several revolutions and new constitutions, with no improvement in women's legal and political rights. [historical situation] - Voilquin is pointing out the hypocrisy of male legislators in a magazine aimed at women. [audience/purpose]
2. Mozzoni on new civil code in Italy, 1865	- Current laws in Italy oppress women and there is great desire to change them - Old-fashioned ideas about gender expressed in the current laws are not taken seriously - Women should have a role in government and the professions	- Mozzoni is writing shortly after Italian unification when government and legal reform is at the forefront of the public debates. [historical situation] - As a female member of a profession, Mozzoni believes that women are capable of contributing mental as well as physical labor for the improvement of society. [POV]
3. Fawcett on female suffrage, 1870	- Men and women should support female suffrage - Women are not fairly represented by male legislators, as proven by current laws concerning mothers' rights	- Writing in a male-owned journal, Fawcett uses the opportunity to gain male support for female suffrage. [POV/audience] - Fawcett uses the specific example of injustice to mothers to strike a chord with a male audience. [purpose/audience]
4. Zetkin on wage equality, 1887	- Women workers are as productive as men, but are paid less - This lower pay drives down wages for everyone - Lack of unionization is to blame	- As a Marxist, Zetkin is concerned with economic inequality. [POV] - As an advocate for the working class in general, Zetkin wants people to see women's low pay as a problem for male workers as well. [POV/purpose]
5. match strike photo, 1888	- The strikers are mostly young women - The strikers are portrayed as dignified, respectable individuals	- By humanizing the strikers, the photographer is attempting to dispel hostility and gain sympathy for their cause. [purpose] - By reminding viewers that the strikers were mostly women and children, the photographer is pointing out the failure of earlier government efforts to significantly improve working conditions for women and children in this industry. [historical situation]

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

Question 2: Long Essay Question, Changes in European Art**6 points****General Scoring Notes**

- Except where otherwise noted, each point of these rubrics is earned independently; for example, a student could earn a point for evidence without earning a point for thesis/claim.
- **Accuracy:** The components of these rubrics require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity:** Exam essays should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.

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

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

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

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

Additional Notes:

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

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

“Kings, such as Louis XIV, commissioned numerous statues and portraits of themselves.”	Example of acceptable use of historical reasoning: “In more commercially oriented countries like Italy, England, and the Netherlands, changes to art happened more quickly.” [This statement would need to be followed with at least a minimal elaboration of this reasoning.] “The growing power and wealth of both merchants and secular rulers encouraged a shift in focus away for purely religious themes.” [This statement would need to be followed up with at least a minimal elaboration of this reasoning.]	[Explaining relevant and insightful connections within and across periods] - Evaluating whether there were continuities in European art over the period whose significance outweighed any changes. [Explores both continuity and change] - Uses four distinct pieces of Renaissance art to develop a complex argument about how secular themes were the most significant change in the period. [Explaining how multiple pieces of specific and relevant evidence [at least four] support a nuanced or complex argument] - Considering the significance of more than one possible change, for instance changes in subject matter and changes in sources of support, before ultimately arguing in favor of one as the most significant. [Using evidence effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt]
Additional Notes: - To earn the first point for analysis and reasoning, the response must use historical reasoning to structure a response to the prompt, although the reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking in specificity. - This complex understanding must be part of the argument and may be demonstrated in any part of the response. - While it is not necessary for this complex understanding to be woven throughout the response, it must be more than merely a phrase or reference.		

Question 3: Long Essay Question, French Rev. and changes in international relations**6 points****General Scoring Notes**

- Except where otherwise noted, each point of these rubrics is earned independently; for example, a student could earn a point for evidence without earning a point for thesis/claim.
- **Accuracy:** The components of these rubrics require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity:** Exam essays should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.

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

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

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

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

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

Additional Notes:

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

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

	• <i>“People outside of France were inspired by French revolutionary ideas, such as liberalism, which were spread by French armies.”</i> [This statement would need to be followed with at least a minimal elaboration of this reasoning] • <i>“Throughout the period, French aggression tended to unite other European powers in opposition...”</i> [This statement would need to be followed up with at least a minimal elaboration of this reasoning]	to demonstrate a sophisticated understanding of different perspectives relevant to the prompt]
	Additional Notes: • To earn the first point for analysis and reasoning, the response must use historical reasoning to structure a response to the prompt, although the reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking in specificity. • This complex understanding must be part of the argument and may be demonstrated in any part of the response. • While it is not necessary for this complex understanding to be woven throughout the response, it must be more than merely a phrase or reference.	

Question 4: Long Essay Question, Changes in Postwar Economy**6 points****General Scoring Notes**

- Except where otherwise noted, each point of these rubrics is earned independently; for example, a student could earn a point for evidence without earning a point for thesis/claim.
- **Accuracy:** The components of these rubrics require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity:** Exam essays should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.

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

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

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

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

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

	statement as an example of reasoning using CCOT]	“Communist economies overall did less well than free-market economies in the postwar period.” [Indicates difference between European economies in the postwar period]	same in the wake of war and decolonization. [Explaining both continuity and change] Considering the role of both the United States and the Soviet Union in driving economic change in Europe. [Using evidence effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt]
	Additional Notes: - To earn the first point for analysis and reasoning, the response must use historical reasoning to structure a response to the prompt, although the reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking in specificity. - This complex understanding must be part of the argument and may be demonstrated in any part of the response. - While it is not necessary for this complex understanding to be woven throughout the response, it must be more than merely a phrase or reference.		

Question 4: Short Answer, No Stimulus, 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.	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 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>	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.”</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 Romanticism maintained a connection to the Enlightenment or challenged the Enlightenment.
	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>	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."</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	Evidence from the Documents		
(0-3 points)	0 points Does not meet the criteria for one point.	1 point Uses the content of at least three documents to address the topic of the prompt.	2 points Supports an argument in response to the prompt using at least 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 Uses 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 points Does not meet the criteria for one point.	1 point Describes a broader historical context relevant to the prompt.
(0-1 points)	Decision Rules and Scoring Notes	
	Responses that do not earn this point: - Provide an overgeneralized statement about the time period referenced in the prompt. - Provide context that is not relevant to the prompt. - Provide a passing phrase or reference. Examples that do not earn this point: Provide an overly generalized attempt at contextualization <i>"There were numerous reasons for religious discontent at the start of the 1500s."</i> <i>"Heretics were treated harshly by the Catholic Church."</i> Provide a passing phrase or reference <i>"Church officials were corrupt."</i>	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: <i>"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."</i> <i>"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."</i> <i>"Prior to the Reformation, Catholic Church practices had come to be seen as increasingly corrupt." (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>“The French Revolution attempted to abolish Christianity altogether during the radical Jacobin phase.”</i>	Responses that earn 1 point: <u>Identify at least two specific historical examples</u> 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: <i>“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.”</i> (Provides two specific pieces of historical evidence relevant to the prompt—Luther’s challenge to Church authority <i>and</i> condemnation of the peasants’ revolt)	Responses that earn 2 points: <u>Use at least two specific historical examples</u> to support an argument regarding the most significant political or social change in the Reformation. Examples that successfully support an argument with evidence: <i>“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.”</i> (Functions as part of an argument that Catholic reforms were a change during the Reformation period) <i>“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.”</i> (Presents a topic sentence making a general statement about the political authorities taking advantage of the Reformation followed by two specific examples) <i>“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.”</i> (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.	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 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."	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)
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 European empires before the 1800s."</i> <i>"Trade was an important part of Europe's economy."</i> Provide a passing phrase or reference <i>"Joint-stock companies were important."</i>	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: <i>"Europeans had established trading posts along the coast of Africa and in key locations on the coasts of India and Southeast Asia."</i> <i>"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."</i> <i>"Europe's industrializing economies increasingly depended on resources from the outside world." (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.	

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>“European states developed joint stock or East India companies to manage trade and colonies in Asia.”</i>	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: <i>“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.”</i> (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: <i>“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.”</i> (Functions as part of an argument that resource extraction was part of a change in the nineteenth century) <i>“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.”</i> (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) <i>“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, antiimperialists called out abuses in the Belgian Congo and other places that violently forced locals to work on Europeans behalf.”</i> (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 • <i>"The Congress of Berlin was organized by Bismarck."</i> • <i>"Indian soldiers rebelled against the British in 1857."</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 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: • <i>"The need for markets for industrial goods was a key change of the nineteenth century, which led to the creation of formal settler colonies."</i> (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.) • <i>"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."</i> (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 <i>“The most significant changes in the effects of political instability was the creation of international organizations such as the UN.”</i> Do not provide a historically defensible claim <i>“The most significant change in the sources of European political instability in the twentieth century was Europe’s lack of economic growth.”</i> Provide a historically defensible claim, but do not establish a line of reasoning <i>“The twentieth century was a period of intense international conflict, including two world wars.”</i> Restate the prompt or are overgeneralized <i>“Politics in the 20th Century showed significant change, as many things changed while there were also significant continuities.”</i> <i>“The changes in Europe’s politics are more significant than the continuities.”</i>	Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt <i>“The most significant change in twentieth-century political instability was the emergence of radical nationalist ideologies such as Nazism and fascism.”</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <i>“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.”</i> Establish a line of reasoning <i>“The most significant change in twentieth century political instability was the threat posed by communism after the Bolshevik Revolution.”</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 reasons for political instability in the 1900s."</i> <i>"Political instability grew in the nineteenth century."</i> Provide a passing phrase or reference <i>"Nationalism grew in the 1800s."</i>	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: <i>"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."</i> <i>"The Nineteenth century saw a great deal of instability, as nationalism and industrialization contributed to revolutionary outbreaks like 1848 and the Paris Commune."</i> <i>"Marxism had developed in the 1800 as a major source of revolutionary movements."</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>“Brexit showed the limits of the European Union in the face of nationalism.”</i>	Responses that earn 1 point: <u>Identify at least two specific historical examples</u> 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: <i>“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.”</i> (Provides at least 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 the sources of political instability in twentieth-century Europe. Examples that successfully support an argument with evidence: <i>“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.”</i> (Functions as part of an argument that failed reform efforts provoked political instability) <i>“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.”</i> (Presents a topic sentence making a general statement about economic problems, followed by an example of an effect of economic problems on political stability) <i>“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.”</i> (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.		

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.		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.
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 “In Doc 4, the rebel leaders are obviously hostile to slaveowners.” Summarize the content of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience “L’Ouverture (doc 7) tells his troops that the purpose of the rebellion is to establish liberty.”		Example of acceptable explanation of the significance of the author’s point of view: (Document 4): “As leaders of the revolt, Papillon and Biassou have direct knowledge of the horrible conditions experienced by people forced to work on sugar plantations.” (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): “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.” (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): “The Society is addressing a French audience dedicated to Enlightenment ideas of natural liberty and equality for all.” (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) “L’Ouverture is rallying his troops by expanding their aim from local liberation to the universal struggle for freedom.” (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.	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 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>	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.	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 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>	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.		