

Question 3: 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timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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 motivation for European overseas expansion in the period 1450 to 1600. **1 point**

Examples of acceptable responses may include the following:

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

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

Examples of acceptable responses may include the following:

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

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

Examples of acceptable responses may include the following:

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

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

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- **Clarity:** Exam responses should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.
- **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 a likely purpose of the cartoon.**1 point****Examples of acceptable responses may include the following:**

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

B Describe a relevant religious context for the cartoon.**1 point****Examples of acceptable responses may include the following:**

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

C Explain one way that the development of the French monarchy in the 1600s led to the type of actions depicted in the cartoon. **1 point****Examples of acceptable responses may include the following:**

- Louis XIV sought to strengthen and centralize the French monarchy and saw Protestants as a threat to his absolute rule over France.
- The theory of absolutism and divine right of kings, which flourished under Louis XIV, held that the king had the right to govern his subjects' religious affairs.
- Louis XIV was engaged in a series of wars with Protestant powers [e.g., England, the Netherlands] and saw French Protestants as potentially disloyal, and this led him to oppress the Huguenots through forced conversion or exile.

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

- Each point is earned independently.
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- **Clarity:** Exam responses should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.
- **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 argument made in the passage.**1 point****Examples that earn this point include the following:**

- People began visiting cities such as Paris to see new fashions, cultural trends, etc.
- Paris was the first modern European city.
- Changes in the seventeenth century altered the urban experience.
- Visitors/travelers became more interested in the new (Paris) rather than the old (Rome).
- Motivations for travel became more secular and focused on consumption.
- Rome was old/ancient city that people visited for inspiration and/or history.

(B) Explain how a piece of evidence from the passage supports one of the author's claims.**1 point****Examples that earn this point include the following:**

- Discussion of ancient monuments in Rome vs. new architecture in Paris illustrates the shift in reasons for traveling to cities.
- New cafes and public gardens were constructed to appeal to travelers and encourage consumption.
- Public gardens and shops were increasingly appealing to visitors and travelers.
- Travelers were less interested in old cathedrals and cemeteries.

C) Explain how one development during the late 1600s and 1700s shaped the changes described in the passage.**1 point****Examples that earn this point include the following:**

- Shift in economic power to Atlantic states facilitated the growth of Paris as a cultural center.
- New goods and products arriving from overseas, such as coffee, tea, and chocolate, created new types of consumption and spaces for consumption.
- Population rebound after the Little Ice Age encouraged urban growth and greater urban sophistication.
- Improvements in agricultural production (Agricultural Revolution) encouraged urban growth and greater urban sophistication.
- Cultural shifts after the Renaissance and Reformation toward more secular values (e.g., Enlightenment or Scientific Revolution) leads to shifting interests.
- Infrastructure improvements and state centralization under Louis XIV led to modernization of Paris, the capital city of France.
- Growth of trade and a consumer economy created a class of people with the money for leisure travel.
- Emergence of a wealthy merchant class led to increased consumption of goods and experiences.

Total for question 1 3 points