

Question 2: Short Answer Primary Source**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timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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 Identify one likely audience for the claims that the author makes in the passage. **1 point**

Examples of acceptable responses may include the following:

- One likely audience is women.
- One likely audience is middle-class people of both genders.
- One likely audience could be both women and men who share her feminist ideas about the importance of promoting education and using the press.

B Describe one historical context during the nineteenth century that explains the increased poverty and misery referred to in the fourth paragraph. **1 point**

Examples of acceptable responses may include the following:

- Rapid urbanization during the nineteenth century led to increases in poverty among members of the working class.
- As more workers moved to cities during the Industrial Revolution period, numbers grew to such an extent that there was extreme overcrowding.
- During industrialization factory owners had a lot of power and workers did not have the ability to negotiate for better wages or better working conditions, which resulted in widespread poverty among workers.

C Explain how one ideology or set of ideas likely influenced the author's claims in the passage. **1 point**

Examples of acceptable responses may include the following:

- Feminism is an ideology that probably influenced the author because it emphasized the importance of education for women, which is consistent with her publishing the newspaper to uplift the condition of women.

- Liberalism likely influenced the author's ideas about liberty because she discusses the right to "act independently in the state," which is a key component of nineteenth century liberalism.
- Enlightenment ideas about natural human rights likely influenced the author's statements in the passage because she cites concepts related to freedoms and natural rights.
- The author may have been influenced by the ideas of nationalism. In the context of the Revolutions of 1848 in Europe, her mention of the ideas of liberty and humanity and her demand that women be given the right to "act independently in the state" would likely have been associated with nationalism.

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** Identify one factor that contributed to the outbreak of revolutions in the period circa 1750 to 1900. **1 point**

Examples of acceptable responses may include the following:

- The spread of Enlightenment ideas contributed to revolutions across the Atlantic region during the period 1750 to 1900.
- The success of the American and French Revolutions contributed to the outbreak of further revolutions in Latin America and Haiti during the period 1750 to 1900.
- The weakening of the Spanish overseas empire contributed to the outbreak of revolutions across Latin America.

- B** Explain one way that revolutionary movements used ideologies in their attempts to change societies during the period circa 1750 to 1900. **1 point**

Examples of acceptable responses may include the following:

- Revolutionary movements applied Enlightenment ideas like natural rights to establish new laws or constitutions that protected the rights of their citizens.
- Revolutionary movements like the French Revolution used nationalism to fight in numerous conflicts across Europe and expand the Napoleonic Empire.
- The Haitian Revolution used anti-colonial nationalism to reject French rule and seek self-determination and establish an independent sovereign state.

- C** Explain one way in which revolutionary movements were challenged as they attempted to change societies during the period circa 1750 to 1900. **1 point**

Examples of acceptable responses may include the following:

- Revolutionaries faced opposition from powerful states and empires who mobilized their armies and economic resources to suppress opposition.
- Revolutionary movements experienced resistance from established elites, for example opposition by plantation owners against the enslaved persons' rebellion in the Haitian revolution.
- Nationalist revolutionary movements faced opposition from established states and empires in their attempts to liberate or unify nation-states, as seen, for example, in the Ottoman suppression of nationalist revolts in the Balkans.

Question 1: Document-Based Question, Transportation/Communication Technologies in Africa**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 the extent to which new transportation and/or communication technologies affected African societies during the period circa 1850 to 1960.

Reporting Category	Scoring Criteria	
Row A Thesis/Claim (0–1 points)	0 points Does not meet the criteria for one point.	1 point Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: - Are not historically defensible. - Only restate or rephrase the prompt. - Do not respond to the prompt. - Do not establish a line of reasoning. - Are overgeneralized. Examples that do not earn this point: Provide a restatement of the prompt <i>“New communications technologies affected African societies.”</i> Provide a historically defensible claim, but do not establish a line of reasoning <i>“Western colonial powers expanded their territories in Africa.”</i> Provide a claim that is not historically defensible <i>“Africa experienced rapid industrialization during the nineteenth century.”</i>	Responses that earn this point: - Provide a historically defensible thesis or claim about the extent to which new transportation and/or communication technologies affected African societies during the period circa 1850 to 1960. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument. Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt <i>“New transportation and communication technologies increased trade and contacts between African societies and other world regions.”</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <i>“Europeans used new technologies like railways, canals, and telegraphs to exercise more direct control over their colonial empires in Africa and to extract more natural resources and raw materials for their industrialized economies.”</i> Establish a line of reasoning <i>“Railways and telegraphs helped Europeans control Africa.”</i> [Minimally acceptable thesis/claim]
Additional Notes: - The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs). - The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period.		

Reporting Category	Scoring Criteria	
Row B Contextualization (0–1 points)	0 points Does not meet the criteria for one point.	1 point Describes a broader historical context relevant to the prompt.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: - Provide an overgeneralized statement about the time period referenced in the prompt. - Provide context that is not relevant to the prompt. - Provide a passing phrase or reference. Examples that do not earn this point: Do not provide context relevant to the topic of the prompt <i>“Many Africans adopted Islam through the influence of land-based empires and commercial networks.”</i> Provide an overgeneralized statement about the time period <i>“Europeans built many railways in Africa.”</i>	Responses that earn this point: - Accurately describe a context relevant to transportation or communication technologies and African societies during the period circa 1850 to 1960. Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - First Industrial Revolution - Second Industrial Revolution - Imperialism and Colonialism across Africa and Asia - The Transatlantic Slave Trade - The “civilizing mission,” “White Man’s Burden,” Social Darwinism - Anti-colonial resistance movements - Scramble for Africa, 1885 Berlin Conference - Decolonization - World Wars I and II - Migration of laborers from Asia to Africa Examples of acceptable contextualization: <i>“European attitudes such as the civilizing mission and Social Darwinism contributed to efforts by some colonial states to build railways and spread new communication technologies in Africa.”</i> <i>“Industrialization in Europe contributed to the spread of new technologies to Africa.”</i> [Minimally acceptable contextualization]
Additional Notes: - The response must describe broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question that are relevant to the topic of the prompt. - To earn this point, the context provided must be more than a phrase or reference.		

Reporting Category	Scoring Criteria		
Row C Evidence from Documents	0 points Does not meet the criteria for one point.	1 point Uses the content of at least three documents to address the topic of the prompt.	2 points Supports an argument in response to the prompt using at least four documents.
(0–2 points)	Decision Rules and Scoring Notes		
	Responses that do not earn points: - Use evidence from less than three of the documents - Misinterpret the content of the document - Quote the content of the documents without providing an accompanying description - Address documents collectively rather than considering separately the content of each document	Responses that earn 1 point: - Accurately describe—rather than simply quote—the content from at least three of the documents to address the topic of new transportation and/or communication technologies and African societies during the period circa 1850 to 1960. 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 4]: “Egypt built European-style cotton mills, hotels and storefronts.” [Document 2]: “South African miners at the Kimberly Diamond Mine traveled up to 400 miles between their homes and the diamond mine.”	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 3]: “Ashanti warriors attacked telegraph lines and blockaded roads, showing that Africans knew how important transportation and communication technologies were for maintaining Britain’s control of her colonies.” [Uses evidence from the document to support an argument about how Africans responded to the spread of European imperialism] [Document 5]: “The report’s findings show that the introduction of the railway significantly affected South African society by leading to the spread of disease and the division of native and mixed-race groups along racial and ethnic lines.” [Uses evidence from the document to support an argument about how new transportation technologies caused public health issues and social division for African populations]
	Additional Notes: To earn two points, the four documents do not have to be used in support of a single argument—they can be used across sub-arguments or to address counterarguments.		

Row C Evidence Beyond Documents	0 points Does not meet the criteria for one point.	1 point Uses at least one additional piece of specific historical evidence [beyond that found in the documents] relevant to an argument in response to the prompt.
(0–1 points)	Decision Rules and Scoring Notes	
	Responses that do not earn this point: - Provide evidence that is not relevant to an argument about the prompt. - Provide evidence that is outside the time period or region specified in the prompt. - Repeat information that is specified in the prompt or in any of the documents. - Provide a passing phrase or reference.	Responses that earn this point: - Must use at least one specific piece of historical evidence relevant to the extent to which African societies changed in response to European imperialism during the period circa 1850 to 1960. Examples of specific and relevant evidence beyond the documents that earn this point include the following, if appropriate elaboration is provided: - The Scramble for Africa, 1885 Berlin Conference - End of the Transatlantic Slave Trade - Indian and other indentured laborers - The participation of Africans in the First World War - The Zulu Rebellion against British colonial rule - Political and economic modernization movements in Egypt - Apartheid in South Africa 19–20th century technologies/transportation infrastructure including the Maxim gun, quinine, airplanes, Suez Canal, etc. - Atrocities in places such as the Belgian Congo and Namibia connected to imperialism and/or resource extraction - European efforts to divide populations by ethnicity [example: Hutus and Tutsis in Rwanda] - Cecil Rhodes’ activities such as planning the Cape to Cairo Railway or creating DeBeers Mining - Specific European colonies not mentioned in the documents [examples: French West Africa, German Southwest Africa, Rhodesia] Examples of evidence beyond the documents relevant to an argument about the prompt: “The extraction of natural resources in Africa often led to abuses against native populations such as in the Belgian Congo where the local people were forced to collect rubber and were punished severely if they failed to meet the production quotas.” [Provides a piece of evidence not in the documents relevant to an argument about the prompt] “Europeans constructed railways across parts of Africa to strengthen their direct military rule over African populations such as the Cape to Cairo railway, which the British used to extend their control from Southern Africa northward.” [Provides a piece of evidence not in the documents relevant to an argument about the prompt]
	Additional Notes: - Typically, statements credited as evidence will be more specific than statements credited as contextualization. - To earn this point, the evidence provided must be different from the evidence used to earn the point for contextualization. - To earn this point, the evidence provided must be more than a phrase or reference. - The point for evidence beyond the documents may be awarded for evidence that appears in any part of the response.	

Reporting Category	Scoring Criteria	
Row D Analysis and Reasoning Sourcing	0 points Does not meet the criteria for one point.	1 point For at least two documents, explains how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
(0–1 points)	Decision Rules and Scoring Notes Responses that do not earn this point: - 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 "Document 4 is an advertisement for Western tourists." Summarize the content of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience "Document 5 discusses the overcrowded urban centers in South Africa."	
	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 1]: <i>"The Temne authors are being careful with their language when they object to the new British taxes because they want to emphasize that they are loyal subjects to the empire. At the same time, they are firm in stating that they cannot pay the taxes."</i> [Connects the point of view of the document relevant to an argument about how new transportation or communication technologies affected African societies] Example of acceptable explanation of the relevance of the author's purpose: [Document 4]: <i>"The purpose of the advertising brochure is to promote the services of the Peninsular and Oriental Steam and Navigation Company and to highlight for Western tourists the progress that Egypt has made."</i> [Connects the purpose of the document relevant to an argument about how new transportation or communication technologies affected African societies] Example of acceptable explanation of the relevance of the historical situation of a source: [Document 2]: <i>"The photograph reflects the context of South Africa becoming a major mining center in the global economy, with the discovery of diamonds and gold. The development of a road network—shown in the photograph—facilitated both the movement of labor to these new mining centers and the export of the mining products to the rest of the world."</i> [Connects the historical situation of the document relevant to an argument about how new transportation or communication technologies affected African societies] Example of acceptable explanation of the relevance of the audience: [Document 6]: <i>"The book was written for a Western, British audience who would most likely celebrate the expansion of the British imperial economy in Africa."</i> [Connects the audience of the document relevant to an argument about how new transportation or communication technologies affected African societies]	

Row D Analysis and Reasoning Complex Understanding	0 points Does not meet the criteria for one point.	1 point Demonstrates a complex understanding of the historical development that is the focus of the prompt through sophisticated argumentation and/or effective use of evidence.
(0–1 points)	Decision Rules and Scoring Notes Responses that earn this point: May demonstrate a complex understanding through sophisticated argumentation that is relevant to the prompt. This may be done in a variety of ways, such as: - Explaining multiple themes or perspectives to explore complexity or nuance; OR - Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR - Explaining both cause and effect, both similarity and difference, or both continuity and change; OR - Explaining relevant and insightful connections within and across periods or geographical areas. These connections should clearly relate to an argument that responds to the prompt. May demonstrate a complex understanding through effective use of evidence relevant to an argument that addresses the prompt. This may be done in a variety of ways, such as: - Effectively using seven documents to support an argument that responds to the prompt; OR - Explaining how the point of view, purpose, historical situation, and/or audience of at least four documents supports an argument that responds to the prompt; OR - Using documents and evidence beyond the documents effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt. Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided: - Arguing that the building of new railways and telegraphs in Africa by Europeans increased the ability of Western societies to expand their intrusions into or control over African societies. This is shown by new and increased British taxation in Sierra Leone [Document 1, the large-scale mining operations in South Africa [Document 2], the use of telegraph lines to organize combat against Ashanti warriors [Document 3], the increasing flow of tourists and other travelers to Egypt [Document 4], the spread of diseases along railways [Document 5], increased trade by British trading firms in Kumasi in the Gold Coast [Document 6], and increased exports of cocoa from Nigeria [Document 7]. [Uses evidence from all seven documents to demonstrate a complex understanding] - Explaining that Westerners typically portrayed advances in transportation and communications as something that is bringing civilization and progress to Africa and is ultimately beneficial to Africans [using sourcing of Documents 2, 4, and 5 as examples of celebratory Western attitudes], whereas in reality such advances were often used to increase the oppression of colonized societies or to facilitate the ability of colonizing powers to suppress indigenous revolts [using sourcing of Documents 1 and 3 to illustrate these realities, sometimes as seen through African eyes], or had unintended negative consequences that were acknowledged even by the colonial authorities themselves [using sourcing of Document 5]. [Explaining how the point of view, purpose, historical situation, and/or audience of at least four documents supports an argument]	

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. Bai Bureh, Letter to the British Authorities, Sierra Leone, 1896	Local leaders of the Temne people in Sierra Leone are arguing that the colonial British governor has imposed taxes that are too high for them to pay. The tax was imposed on houses to help finance the building of roads and a rail line.	- The purpose of the letter was to convince the colonial government of Sierra Leone not to tax their subjects beyond what they are able to pay. [purpose] - The Temne authors are being careful with their language when they object to the new British taxes because they want to emphasize that they are loyal subjects to the empire. At the same time, they are firm in stating that they cannot pay the taxes. [POV] - The document reflects the increasing intrusiveness of Western colonial rule into the lives of colonized African peoples, as European empires expanded into the interior of the African. [historical situation]
2. William D. Mackenzie, Photograph of Kimberly Diamond Miners, South Africa, 1899	The photograph depicts two South African workers at the Kimberley diamond mines. The two workers are dressed in Western-style clothing and carry their tools and other belongings. They are shown standing on what appears to be an unpaved road. The caption indicates that the two workers are members of the Bechuana [Tswana] people of South Africa and have just been paid in the “golden coin of the British realm.” The workers are said to be traveling home “from 100 to 400 miles” on “their road.” The caption states that they consider themselves “heroes and wise men of their tribe.”	- The author implies that participation in the colonial economy, in this case the Kimberley Diamond mine, benefitted South African workers. [POV] - The audience of Mackenzie’s book was most likely Western readers interested in the British Empire in South Africa. Members of this audience would likely have interpreted the photograph and its caption as evidence of the economic benefits that British colonial rule was bringing to African people. [audience] - The photograph reflects the context of South Africa becoming a major mining center in the global economy, with the discovery of diamonds and gold. The development of a road network—shown in the photograph—facilitated both the movement of labor to these new mining centers and the export of the mining products to the rest of the world. [historical situation]

3. Telegrams between William Low, British Colonial official in Gold Coast, and Joseph Chamberlain, British Colonial Secretary, 1900	- The first telegram describes how Ashanti attacks have interrupted communication [both telegraph and mail] in and out of the city of Kumasi. Ashanti troops have effectively blocked the main road leading to Kumasi. The government has dispatched troops from Lagos hoping that they would lift the Ashanti blockade of Kumasi. - The second telegram informs that additional soldiers are being sent to counter the Ashanti uprising, including troops from Southern Nigeria and Frontier Police troops from as far as Sierra Leone.	- These telegrams were sent during the context of a major revolt by the Ashanti against British rule in 1900; the revolt was representative of revolts or other significant acts of resistance by Africans against the expansion of European empires in Africa after the 1884 to 1885 Berlin Conference. [historical situation] - The British writers of the telegrams believe that the Ashanti attacks are unlawful destruction of state property and communications infrastructure, and that those attacks should be forcibly put down. [POV]
4. Peninsular and Oriental Steam Navigation Company, Advertising Brochure, Egypt, 1908	Describes how European visitors to Egypt take a rail journey from the port of Alexandria to Cairo, during which they observe both the old Egypt [farms and rural scenes] and the new Egypt of cotton mills. Cairo itself has replaced many of the traditional old shops and “delightful residences of the elite” with new modern storefronts “displaying products of European industry” and hotels that feature “vibrant social life.”	- The purpose of the advertising brochure is to promote the services of the Peninsular and Oriental Steam and Navigation Company and to highlight for Western tourists the progress that Egypt has made. [purpose] - The audience for this advertisement would be middle- or upper-class Westerners, especially British citizens, interested in traveling to Africa or the Middle East; these potential customers of the P&O company would probably have been interested in the modern amenities that have become available in Egypt, such as trains, modern shops, and hotels. [audience]
5. British Parliamentary Commission, report on tuberculosis in South Africa, 1914	The report discusses the spread of tuberculosis in South Africa. It discusses how the disease is worse along areas with railway lines. This is because the railways serve the needs of South Africa’s expanding mining industry, which has resulted in the “clustering of the African and mixed-race populations” into overcrowded towns and workers’ neighborhoods, where unsanitary living conditions, the unhealthy working conditions in the mines, and the adoption of “European vices” have increased the spread of the disease.	- Being members of a parliamentary commission appointed to investigate the conditions leading to the spread of tuberculosis in South Africa, the authors collected data and attempted to present an objective picture of the problem, even if doing so meant placing blame for the situation on the colonial authorities in South Africa. [POV] - The purpose of the document is to inform the colonial government about why tuberculosis is spreading in South Africa and how to improve public health. [purpose] - The document represents the growing concern among European governments that industrialization, if left unregulated, is having deeply negative social effects by impoverishing the working classes and making them unhealthy and discontented. These concerns produced a series of government investigation of the living and working conditions in industrial settings [both in the metropolises and in colonies] such as the report on tuberculosis in South Africa, which led many governments to adopt economic, social, and urban reforms. [historical situation]

6. William Claridge and Hugh Clifford, <i>A History of the Gold Coast and Ashanti</i> , book published in London, 1915	The book discusses how the expansion of railway lines in the Gold Coast has led to increased commercial activities by European companies and has stimulated the development of the colony’s cocoa industry. The report also states that, with the slave trade banned and the gold mines in the colony mostly acquired by Europeans, the native inhabitants of the colony have to search for employment in new fields such as cocoa farming, rubber collection, harvesting timber, and general agriculture. The report also notes the fact that the colony was connected to Great Britain by a submarine cable in 1886, and that telegraph lines in the colonies have expanded to cover even the northern districts.	- The book was written for a Western, British audience who would most likely celebrate the expansion of the British imperial economy in Africa. [audience] - The authors of the book are British colonial officials who want to show the benefits of the expanding British imperial system for the infrastructure and economy of Africa. [POV, purpose] - The expansion of Western imperialism brought local African economies into much closer or more direct contact with the global economy, in many cases by stimulating the development of new industries based on cash crops [such as cocoa] or industrial raw materials [such as rubber]. [historical situation]
7. Toyin Falola, memoir of growing up in Ibadan, Nigeria, in the 1950s and 1960s, published in 2004	The memoir recounts the author’s early memories of riding the trains to and from his native city of Ibadan. The author describes the importance of the railroads in connecting Ibadan economically to the rest of Nigeria and the rest of the world, by stating that the railroads helped export Ibadan’s cocoa to Lagos and, from there, to places like London and New York. The author then discusses how the growth of new infrastructure, including the railroads contributed to a social and demographic change in Ibadan, as new migrants to the city arrived both from elsewhere in Nigeria and from other countries, such as Lebanon, Syria, and India. These new migrants in effect “established their own new city,” with its new neighborhoods, shops [which the native inhabitants of Ibadan flocked to], and had amenities such as electricity and drinking water.	- The memoir reflects the perspective of a Nigerian man who experienced significant changes during the twentieth century as economic modernization, globalization, and new technologies altered the economy and society of his place of birth. [POV, historical situation] - The author is writing a history to document dramatic economic and social changes in African society during the twentieth century; in particular, he seems to want to present his native Ibadan as an economically vibrant and socially diverse city. [purpose]

Question 2: Long Essay Question, Belief Systems and Societies in Asia**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.

In the period circa 1200 to 1450, Buddhism, Hinduism, and Confucianism included ideas about social structures, gender roles, and political authority that influenced societies across Asia.

Develop an argument that evaluates the extent to which one or more of these belief systems shaped societies and/or political systems in Asia during this period.

Reporting Category	Scoring Criteria	
Row A Thesis/Claim (0–1 points)	0 points Does not meet the criteria for one point.	1 point Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: - Are not historically defensible. - Only restate or rephrase the prompt. - Do not respond to the prompt. - Do not establish a line of reasoning. - Are overgeneralized. Examples that do not earn this point: Provide a restatement of the prompt <i>“Belief systems, such as Buddhism, Hinduism, and Confucianism, shaped the political systems of Asia in the period 1200 to 1450.”</i> Provide a historically defensible claim, but do not establish a line of reasoning <i>“Buddhism spread from India to China via the Silk Roads.”</i> Does not respond to the prompt <i>“Islam expanded throughout Asia via trade.”</i>	Responses that earn this point: - Provide a historically defensible thesis or claim about the extent to which belief systems shaped societies and/or political systems in Asia in the period during the period circa 1200 to 1450. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument. Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt <i>“Rulers of various Asian states, including the Song Dynasty in China and the Khmer Empire in Southeast Asia, used Confucianism, Buddhism, or Hinduism to legitimize their rule.”</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <i>“While the philosophy of Confucianism strengthened the Chinese state by maintaining imperial bureaucracy and social hierarchies, it also provided a justification for subjects to rebel against or even overthrow the ruling dynasty if they believed that it had lost the Mandate of Heaven.”</i> Establish a line of reasoning <i>“Confucianism shaped the culture of China by providing support for patriarchy.”</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>“Zheng He’s maritime exploration of the Indian Ocean connected China to the wider world.”</i> Provide a passing phrase or reference <i>“Zen Buddhism was practiced in Japan.”</i>		Responses that earn this point: - Accurately describe a context relevant to belief systems, societies, or political systems in Asia during the period circa 1200 to 1450. Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - Chinese neo-Confucianist traditions and their spread to Heian Japan and Korea - Various branches and schools of Buddhist thought - The spread of Hinduism and Buddhism into Southeast Asia - The role of patriarchy on society and the state in many Asian societies - Rejection of Legalism in China - Buddhism in Tang China - Hindu merchants in SE Asia - The Song Dynasty’s economic “miracle” and the Song Emperors’ support for Confucianism and Daoism Example of acceptable contextualization: <i>“Buddhism spread from its original home in South Asia, first to China, and from there even further east to Korea and Japan.”</i> <i>“Throughout the 1200s, many new Buddhist and Hindu states developed in Southeast Asia.”</i> [Minimally acceptable contextualization]
Additional Notes: - The response must describe broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question that are relevant to the topic of the prompt. - To earn this point, the context provided must be more than a phrase or reference.		

Reporting Category	Scoring Criteria		
Row C Evidence	0 points Does not meet the criteria for one point.	1 point Provides specific examples of at least two pieces of evidence relevant to the topic of the prompt.	2 points Supports an argument in response to the prompt using at least two pieces of specific and relevant evidence.
(0–2 points)	Decision Rules and Scoring Notes		
Responses that do not earn points: - Identify a single piece of evidence. - Provide evidence that is not relevant to the topic of the prompt. - Provide evidence that is outside the time period or region specified in the prompt. - Repeat information that is specified in the prompt. Examples that do not earn points: Provide evidence that is outside the time period <i>“The Manchu people of northeast China established the Qing Dynasty.”</i>			Responses that earn 1 point: - Identify at least two specific historical examples relevant to belief systems shaping societies or political systems in Asia during the period circa 1200 to 1450. Examples of evidence that are specific and relevant include the following (two examples required): - The Song dynasty’s use of Confucian practices and principles such as the imperial examination system - Neo Confucianism and the rising social prestige of the Confucian scholarly class - Foot binding for elite women - The Yuan Dynasty’s use of Chinese belief systems to help strengthen its rule over China - The revival of Buddhism in China under the Yuan Dynasty - Specific examples of new Hindu and Buddhist states that emerged in South and Southeast Asia - Specific beliefs that affected societies, such as filial piety or the Hindu division of society into four <i>varnas</i> and numerous <i>jatis</i> [castes] - The five relationships of Confucianism - Buddhist monasteries - Deference to women in Hindu and Confucian society - Mandate of Heaven, Shinto, kami spirits Example of a statement that earns one point for evidence: <i>“Korean leaders adopted Neo-Confucianism as the state ideology and used a version of the Chinese examination system to recruit state officials.”</i>
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.			Responses that earn 2 points: - Use at least two specific historical examples to support an argument regarding how belief systems shaped societies and/or political systems in Asia during the period circa 1200 to 1450. Examples that successfully support an argument with evidence: <i>“The Mongol rulers of the Yuan Dynasty claimed the Mandate of Heaven and supported Confucian scholars and Buddhist monks. This allowed the Yuan emperors to portray themselves as the legitimate rulers of China.”</i> [Uses evidence to support an argument about the Mandate of Heaven legitimizing Mongol rule in China.] <i>“In India Hinduism taught that different social groups had always been separate and ought to remain that way forever. This led to the emergence of a rigid caste system, which gave predominance to the priestly Brahmin group and the warrior group who often combined to form the political elites of various Hindu states.”</i> [Uses evidence to support an argument about how Hinduism shaped social and political structures in India]

Reporting Category	Scoring Criteria		
Row D Analysis and Reasoning Complex Understanding	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			
(0–2 points)	Responses that do not earn points: - May include evidence but offer no reasoning to connect the evidence to an argument. - May assert the use of historical reasoning but does not use it to frame or structure an argument.	Responses that earn 1 point: Must demonstrate the use of historical reasoning to frame or structure an argument about the extent to which belief systems shaped societies and/or political systems in Asia during the period circa 1200 to 1450. 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 Khmer Empire adopted Buddhism.”</i>	Using a historical reasoning process to frame or structure an argument could include: - Explaining how the egalitarianism of Buddhism encouraged or supported greater equality in some societies by allowing anyone to pursue salvation through, either through ethical living as a layperson or through deeper emphasis on religious and spiritual practice in monastic communities. - Explaining how Confucianism was a patriarchal system that supported elders and male authority figures, which maintained conservative social	Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided: Explaining how Confucianism and Buddhism influenced societies in different and sometimes contradictory ways. For example, providing evidence both for Confucianism’s patriarchal core beliefs through the concept of the “four relationships” but also explaining how Confucian writings glorified women who lived up to the Confucian idea for the ideal wife or daughter; for Buddhism, explaining how while men held the most powerful and respected positions [for example the lamas in Tibetan Buddhism], women also could achieve a prominent role in Buddhist hierarchies by becoming nuns and abbesses. [Explains how

	systems in many regions of East Asia and limited women’s roles. Example of acceptable use of historical reasoning: <i>“The revival of Confucianism during the Song Dynasty led to a tightening of patriarchal restrictions on women because of the Confucian belief in the father/emperor having ultimate control over his family/people.”</i> [Indicates an effect of Confucianism on women]	at least four pieces of evidence support a nuanced or complex argument] - Explaining how Buddhism had many different expressions in different Asian societies, including Theravada Buddhism in South and Southeast Asia, Mahayana Buddhism in China, Korea, Japan, and Vietnam, and Tibet. Considering how Buddhism became the state philosophy in Southeast Asia and Tibet, while it was largely viewed as a foreign cultural tradition by state elites in China. And considering how Buddhism became a syncretic tradition that mixed with elements of Taoism in China and Shinto in Japan. [Explains nuance by exploring multiple themes or perspectives] - Explaining similarities between the social effects of the monastic tradition in Christianity and the social effects of the monastic tradition in Buddhism; for example, discussing similarities in the importance of monasteries and nunneries as institutions, the interaction between the monastic establishment and political power, and the importance of the tradition of poverty and charity among members of the monastic communities. [Explains multiple similarities]
	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, Economic Rivalries and Imperialism**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.

In the period circa 1450 to 1750, economic, political, and religious rivalries led many imperial states around the world to expand their territories and influence.

Develop an argument that evaluates the extent to which economic rivalries were the primary motivation for the expansion of European empires during this period.

Reporting Category	Scoring Criteria	
Row A Thesis/Claim (0–1 points)	0 points Does not meet the criteria for one point.	1 point Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: - Are not historically defensible. - Only restate or rephrase the prompt. - Do not respond to the prompt. - Do not establish a line of reasoning. - Are overgeneralized. Examples that do not earn this point: Provide a restatement of the prompt <i>“Economic rivalries were a major factor behind the expansion of European empires in the period circa 1450 to 1750.”</i> Provide a historically defensible claim, but do not establish a line of reasoning <i>“The Spaniards established a maritime empire after Christopher Columbus landed in the Americas.”</i> Provide a statement that is not historically defensible <i>“Europeans established large settler colonies in the Indian Ocean in the period circa 1450 to 1750.”</i>	Responses that earn this point: - Provide a historically defensible thesis or claim about the extent to which economic rivalries were the primary motivation for the expansion of European empires during the period circa 1450 to 1750. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument. Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt <i>“Global exploration and imperial expansion in the period circa 1450 to 1750 was primarily motivated by economic rivalries because the empires competed over control of not only precious metals and other raw materials, but also labor and land resources.”</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <i>“Chartered and joint-stock companies were an important tool of European imperial expansion, because they combined the economic interests of private merchants and entrepreneurs and the political ambitions of rulers or governments—who often relied on the armies raised by such companies to carry out colonial expansion.”</i> Establish a line of reasoning <i>“European states colonized overseas territories in order to control more natural resources.”</i> [Minimally acceptable thesis/claim]
Additional Notes: - The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs). - The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period.		

Reporting Category	Scoring Criteria	
Row B Contextualization	0 points Does not meet the criteria for one point.	1 point Describes a broader historical context relevant to the prompt.
(0–1 points)	Decision Rules and Scoring Notes	
	Responses that do not earn this point: - Provide an overgeneralized statement about the time period referenced in the prompt. - Provide context that is not relevant to the prompt. - Provide a passing phrase or reference. Examples that do not earn this point: Do not provide context relevant to the topic of the prompt <i>“The Sunni-Sh’ia split within Islam was intensified by political rivalries between the Ottomans and the Safavids.”</i> Provides a passing phrase or reference <i>“Columbus sailed the ocean blue in 1492.”</i>	Responses that earn this point: - Accurately describe a context relevant to economic rivalries or imperial expansion during the period circa 1450 to 1750. Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - Age of Exploration sponsored by empires - Desire to find a short route to China and India - Mercantilism - Technological innovations in maritime navigation and transportation - Joint-stock companies - Empires conquering new territories - Empires fighting wars with one another over expansion and new territories - Desire to avoid Muslim controlled overland routes Example of acceptable contextualization: <i>“Portugal was a leader in the exploration of overseas territories and the establishment of the global trading-post empire.”</i> <i>“English and Dutch states rushed to find alternative routes to Asia.”</i> [Minimally acceptable contextualization]
	Additional Notes: - The response must describe broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question that are relevant to the topic of the prompt. - To earn this point, the context provided must be more than a phrase or reference.	

Reporting Category	Scoring Criteria		
Row C Evidence	0 points Does not meet the criteria for one point.	1 point Provides specific examples of at least two pieces of evidence relevant to the topic of the prompt.	2 points Supports an argument in response to the prompt using at least two pieces of specific and relevant evidence.
(0–2 points)	Decision Rules and Scoring Notes		
	Responses that do not earn points: - Identify a single piece of evidence. - Provide evidence that is not relevant to the topic of the prompt. - Provide evidence that is outside the time period or region specified in the prompt. - Repeat information that is specified in the prompt. Examples that do not earn points: Provide evidence that is outside the time period <i>“Admiral Zheng He led Chinese diplomatic and reconnaissance voyages in the Indian Ocean, including to East Africa, the Arabian Peninsula, India, and Southeast Asia.”</i>	Responses that earn 1 point: - Identify at least two specific historical examples relevant to economic rivalries or imperial expansion during the period circa 1450 to 1750. Examples of evidence that are specific and relevant include the following (two examples required): - Columbian exchange and new crops - Plantation economies - Transatlantic slave trade - Trading posts in Africa and Asia - Global flow of silver - Capitalism, including the ideas of Adam Smith - Mercantilism - The East India Companies - Battle of Lepanto - Omani traders in the Indian Ocean - Ming and Qing isolationist policies - Specific information about East India Company trading posts [factories], such as Dutch VOC centers in Java, or English centers in Madras, Bombay or Calcutta - Specific examples of key trading goods, such as silk from China, cotton cloth from India, or spices from Indonesia Example of a statement that earns one point for evidence: <i>“In the seventeenth century, the Dutch VOC repeatedly attacked Portuguese ships and territories in the Indian Ocean, seizing important colonial territories in Ceylon and the Spice Islands.”</i>	Responses that earn 2 points: - Use at least two specific historical examples to support an argument regarding how economic rivalries were the primary motivation for the expansion of European empires during the period circa 1450 to 1750. Examples that successfully support an argument with evidence: <i>“The discovery of silver in the Americas enabled Spain to establish a global trade in silver, stretching from Europe, through Spanish colonies in North and South America, and across the Pacific to Manila and East Asia. The silver trade changed the global economy as the Spanish and other Europeans were now able to greatly increase their trade with China.”</i> [Uses evidence to support an argument about Spanish economic motives to expand in the Americas] <i>“Desire to control the cash crop economies in North America and to claim their share in the lucrative Asian trade led to rivalries and wars among the British, French, and the Dutch. Even wars that started within Europe, such as the War of the Spanish Succession and the Seven Years Wars spread overseas and were transformed into colonial wars.”</i> [Uses evidence to support an argument about economic rivalries between European powers leading to conflicts and wars]
	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 Complex Understanding	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		
(0–2 points)	Responses that do not earn points: - May include evidence but offer no reasoning to connect the evidence to an argument. - May assert the use of historical reasoning but does not use it to frame or structure an argument.	Responses that earn 1 point: Must demonstrate the use of historical reasoning to frame or structure an argument about the extent to which economic rivalries were the primary motivation for the expansion of European empires during the period circa 1450 to 1750. 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 Spanish exported large amounts of silver from the Americas back to Europe during the 1600s.”</i>	Using a historical reasoning process to frame or structure an argument could include: - Explaining Ottoman efforts to oppose the expansion of Portuguese trade in the Indian Ocean to show the importance of economic competitiveness to Muslim land-based empires. - Explaining how the Dutch pursued their economic and political rivalry against the Portuguese by attacking and expelling the Portuguese from trading posts and settlements in South Asia, Southeast Asia, and East Asia. Example of acceptable use of historical reasoning: <i>“Because Portugal was united with Spain and the Netherlands was involved in a war of independence from Spain, the Dutch VOC considered the Portuguese to be their enemies and attacked and expelled them from their trading posts in many parts of Asia.”</i> [Indicates a cause/effect related to European rivalries in Asia]	Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided: - Explaining how Europeans developed state-chartered, joint-stock companies through the use of new legal concepts [limited liability partnerships], financial instruments [stock exchanges, commercial insurance], and economic philosophies [mercantilism], and then used these new companies, including the English East India Company, the Dutch East India Company [VOC], and the French East India Company to build trading empires in the Atlantic and the Indian Ocean. Explaining that such trading empires could include both large territories with direct access to resources [such as the Dutch colonies in Sri Lanka, or the French colony in Haiti/Saint-Domingue] and small trading-post territories that secured access to the markets of large Asian states or empires [such as the Dutch colony in Nagasaki, Japan, or the British colonies in Surat and Bombay on the west coast of India]. [Explains how at least four pieces of evidence support a nuanced or complex argument] - Explaining that, while England, the Netherlands, and to a lesser extent, France, used commercial companies as vehicles of their imperial expansion, Spain and Portugal continued to rely on direct imperial control by governors and colonial officials appointed directly from Europe; also, explaining that due to the very strong connection between the Catholic Church and their governments, Spain and Portugal generally maintained strong support for spreading Christianity among their colonial populations, whereas England and the Netherlands remained largely focused on economic profit and did not generally get involved in religious matters in the colonial territories under their control. [Explains multiple similarities or differences] - Explaining how European trading companies in Asia established outposts on the coasts and focused primarily on trade, while Muslim land-based Empires like the Ottomans, Safavids, and Mughals established and maintained territorial empires whose wealth came primarily from taxation of agriculture. [Explains relevant and insightful connections between regions]
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, Discoveries and Benefits to Individuals/Societies**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.

During the twentieth century, medical and scientific discoveries affected life expectancies, access to resources, and social and economic structures, which reshaped individual lives as well as entire societies.

Develop an argument that evaluates the extent to which medical and scientific discoveries benefited individuals and/or societies during this period.

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 extent to which medical and scientific discoveries benefited individuals and/or societies during the twentieth century. 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>“Medical and scientific discoveries benefitted individuals during the twentieth century.”</i> Provide a historically defensible claim, but do not establish a line of reasoning <i>“Medical innovations such as vaccines were developed in the twentieth century.”</i> Does not respond to the prompt <i>“The introduction of railroads during the Industrial Revolution changed society dramatically.”</i>		Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt <i>“The invention and widespread use of antibiotics lowered mortality rates from infectious diseases and injuries contributing to population growth and longer life expectancies.”</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <i>“The Green Revolution and other commercial agricultural innovations contributed to the widening of inequalities between developing and developed countries; however, these innovations also contributed to improved nutrition and population growth.”</i> Establish a line of reasoning <i>“All in all, medical and scientific discoveries benefitted individuals and/or societies during the 20th century due to the existence of vaccines.”</i> [Minimally acceptable thesis/claim]
Additional Notes: - The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs). - The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period.		

Reporting Category	Scoring Criteria	
Row B Contextualization (0–1 points)	0 points Does not meet the criteria for one point.	1 point Describes a broader historical context relevant to the prompt.
Decision Rules and Scoring Notes		
Responses that do not earn this point: - Provide an overgeneralized statement about the time period referenced in the prompt. - Provide context that is not relevant to the prompt. - Provide a passing phrase or reference. Examples that do not earn this point: Do not provide context relevant to the topic of the prompt <i>"Industrialization led to the emergence of new social classes and the rapid expansion of cities, as workers flocked to the locations of the new factories."</i> Provide a passing phrase or reference <i>"The Green Revolution began as World War II ended."</i>		
Responses that earn this point: - Accurately describe a context relevant to medical or scientific discoveries during the twentieth century. Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - Advances in biosciences such as evolutionary biology or modern chemistry - Industrialization - Energy technologies, including the use of petroleum and natural gas - Environmental catastrophes - Chemically and genetically modified forms of agriculture - The Green Revolution - Globalization - Growing international institutions - Large scale migrations - Women's rights and access to education and professional opportunities - New modes of transportation [air travel and shipping containers]		
Example of acceptable contextualization: <i>"The use of natural gas and petroleum allowed for advances in technology and transportation but led to greater emissions of greenhouse gasses, causing environmental concerns."</i> <i>"Health care in many societies was affected by industrialization and urbanization."</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 <i>"An early form of smallpox vaccination was used in the Ottoman empire, from where it spread to Europe."</i>			
Responses that earn 1 point: - Identify at least two specific historical examples relevant to medical or scientific discoveries during the twentieth century. Examples of evidence that are specific and relevant include the following (two examples required): - Antibiotics - Vaccines - Birth control - Population growth - Infectious diseases and new epidemics - Diseases associated with longevity, such as cardiovascular disease - Anti-Globalist movement - Debates for and against nuclear power - Knowledge economies vs industrial production - Stem cell research			
Example of a statement that earns one point for evidence: <i>"Discoveries in communication technologies, for example the invention of the microchip, led to an expansion in the number of personal computers eventually leading to the creation of the internet in the twentieth century."</i>			
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 Complex Understanding	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 the extent to which medical and scientific discoveries benefited individuals and/or societies during the twentieth century. 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 “Stem cell research began in the 1980s.”	Using a historical reasoning process to frame or structure an argument could include: - Explaining how improvements in sanitation and urban planning significantly reduced deaths from infectious diseases like cholera or typhoid, which improved people’s lives and led to significant population growth. - Explaining how the creation of cellular communications technology provided individuals all over the world with fast, direct communications, which led to more entrepreneurship and social bonds.	Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided: Explaining how multiple pieces of specific and relevant evidence support a nuanced argument about the prompt. For example, explaining how the development of nuclear power through the invention of the nuclear reactor has provided an important new source of energy and therefore encouraged economic growth, but has also introduced new risks including long-term disposal of nuclear waste, possible radiation from nuclear accidents like Three Mile Island or Chernobyl, as well as the threat of nuclear proliferation as more and more states used their use their civilian nuclear programs to develop weapons-grade nuclear materials for nuclear bombs. [Explains how at least four pieces of evidence support a nuanced or complex argument]

	Example of acceptable use of historical reasoning: “International organizations like the United Nations and the World Health Organization attempted to spread the benefits of innovations in medicine and public health in developing countries, which reduced deaths due to communicable diseases in many regions.” [Indicates an effect of technological changes and international institutions on individuals in developing countries]	- Considering how new communications technologies like the internet and satellites informed many people about global issues related to human rights or inequality, while at the same time sparking protest movements against globalization or the influence of Western or American culture. [Explains nuance by exploring multiple perspectives] - Explaining how some medical and scientific advances in the twentieth century, such as the invention of antibiotics or the Green Revolution occurred in response to pressing medical, economic, or political crises [for example devastating epidemics, frequent famines and rampant food insecurity due to rapid population increases, etc.] and how, while helping resolve those crises, the medical and scientific advances in question created new problems, for example crop monocultures with negative environmental effects, antibiotic resistant bacteria, the emergence of new chronic diseases associated with processed foods and sedentary lifestyles, etc. [Explains nuance, considers both causes and effects]
	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.	