

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timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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.

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- 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.
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Question 4: Short Answer No Stimuli**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 way that environmental conditions contributed to the beginning of industrialization in the 18th century and early 19th centuries. **1 point**

Examples that earn this point include the following:

- The location of coal and other resources helped some countries industrialize.
- Access to rivers or other waterways made it easier for manufacturers to harness water as a source of energy and export products.
- Geographic regions that had easy access to natural resources, navigable waterways, and possessed capital were able to industrialize in the eighteenth century.

- (B)** Explain ONE way societies or governments reacted to industrialization in the 18th and 19th centuries. **1 point**

Examples that earn this point include the following:

- Some governments responded to industrialization by adopting various social and urban reforms.
- Some workers responded to the challenges of living in an industrial society by forming labor unions to defend their rights.
- Some societies, such as Meiji Japan, responded to European industrialization by attempting to modernize their economy and military in order to match European power.

- (C)** Explain ONE way human activity led to environmental changes in the 20th century. **1 point**

Examples that earn this point include the following:

- Increased use of fossil fuels led to higher levels of pollution.
- The Green Revolution is an example of humans changing their environment by creating new varieties of crops to support a growing population.
- Environmental disasters such as the BP oil spill or the nuclear explosion at Chernobyl have had significant long-term effects on soil, animal populations, and water.

Total for question 4 3 points

Question 1: Document-Based Question, Qing Empire Collapse**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 foreign involvement led to the collapse of the Qing Empire.

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 that establishes a position on the extent to which foreign involvement led to the collapse of the Qing Empire. 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 Qing Empire gradually weakened over time."</i> Establish a line of reasoning, but do not provide a historically defensible claim <i>"The Qing Empire was able to prevent Western powers from influencing Chinese society."</i> Restate the prompt <i>"The Qing Empire collapsed because of foreign involvement."</i>	Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt <i>"The Qing Empire collapsed because it was unable to match the technological advancements of Western Europe."</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <i>"The Qing Empire collapsed due to a combination of Western economic and political imperialism and ethnic tensions between the Han and the Manchu."</i> Establish a line of reasoning <i>"The Qing Empire was mainly weakened by internal turmoil."</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 the collapse of the Qing Empire.
	Examples that do not earn this point: Provide context that is not relevant to the topic of the prompt: <i>"The first World War affected Chinese territorial holdings."</i> Provide a passing phrase or reference <i>"The Qing Dynasty was strongly influenced by Confucian forms of government."</i>	Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - Western economic imperialism in Asia, for example, aspects of the Opium Wars not referred to in the documents - Japanese industrialization and westernization - Modernization efforts by other non-Western states, such as the Ottomans - Western missionary activity in Asia and cultural conflict, for example, the Sepoy Rebellion in India - Qing attempts to balance Manchu and Han culture - The spread of communist arguments about cultural and social control in Asia Examples of acceptable contextualization: <i>"Like other non-Western empires in the late nineteenth century, the Qing experienced military defeat and economic pressure from the industrialized West, leading to calls for reform."</i> <i>"Because of their Manchu origins, Qing rulers had problems with their legitimacy."</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 the collapse of the Qing Empire. 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): <i>“The report explains that the poor are treated badly by the wealthy landowners and that, combined with grain not being distributed equally by the government, causes the people to join local bandits in order to survive.”</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 6): <i>“The cartoon demonstrates the change in China from a strong empire that the West feared to a weak empire that was dismantled by the West, implying that foreigners may ultimately bring the empire down.”</i> (Connects the contents of the document to an argument about the extent to which foreign involvement led to the collapse of the Qing Empire) (Document 7): <i>“The abdication decree explains that it was an internal uprising and a desire for a Republican government that ultimately led to the downfall of the Qing.”</i> (Connects the content of the document to an argument about the extent to which foreign involvement led to the collapse of the Qing Empire)
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 the extent to which foreign involvement led to the collapse of the Qing Empire.
	Examples of specific and relevant evidence beyond the documents that earn this point include the following, if appropriate elaboration is provided: - Meiji Japan's encroachment on Qing territories, such as Taiwan and the first Sino Japanese War - Specific events related to the Opium Wars not mentioned in the documents, for example, the Treaty of Nanjing - Russian imperial expansion into East Asia and encroachment on Qing controlled Manchuria - Colonial spheres of influence in Qing China and elsewhere - Ottoman capitulations to Western powers in the 19th and 20th centuries - The Western use of the concept of extraterritoriality in China and elsewhere - The role of Christian missionaries and Catholic and Protestant groups aimed at reforming or challenging Qing culture and values - Hundred Days' Reform instituted under the Guangxu Emperor and Westernized court officials - Court politics of the Qing Dynasty, for example the relationship between the Dowager Countess Cixi and the Tongzhi Emperor - The details of the numerous attempted coups against the Qing Dynasty, including the Wuchang Uprising, the Boxer Rebellion, and the Xinhai Revolution Examples of evidence beyond the documents relevant to an argument about the prompt: <i>"The Qing Dynasty had a number of important courtly rivalries which contributed greatly to political instability, for instance, the Empress Dowager Cixi had the Guangxu Emperor poisoned and killed in 1908."</i> (Provides a piece of evidence not in the documents relevant to an argument about the prompt) <i>"Protestant and Catholic missions, which increased after the Opium Wars, contributed to cultural and social conflict in China. For instance, Christianity's rising influence contributed to the start of the Boxer Rebellion."</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 "(Document 2) Marx believed capitalism would spread around the world in a search for profits and in doing so would cause unrest and misery." Summarize the content of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience "Document 3 explains that foreigners enjoy extraterritoriality rights in China but says they cannot break Chinese laws."	Responses that earn this point: Must explain how or why—rather than simply identifying—the document's point of view, purpose, historical situation, or audience is relevant to an argument that addresses the prompt for each of the three documents sourced. Example of acceptable explanation of the significance of the author's point of view: (Document 5): "The authors were influenced by Han Chinese nationalism as well as Western liberal political ideas in calling for the overthrow of the Qing Empire and the establishment of a republic." (Identifies the point of view of the source and how this might relate to an argument about the extent to which foreign involvement led to the collapse of the Qing Empire) Example of acceptable explanation of the significance of the author's purpose: (Document 6): "The cartoon is likely intended to demonstrate how China has become passive and is now being divided up by Westerners." (Connects the purpose of the source to an argument about the extent to which foreign involvement led to the collapse of the Qing Empire) Example of acceptable explanation of the relevance of the historical situation of a source: (Document 4): "The report addresses the banditry problem, which was a consequence of population growth and rural poverty in nineteenth-century China." (Provides sourcing regarding the historical situation of the document and connects that information to an argument about the extent to which foreign involvement led to the collapse of the Qing Empire) Example of acceptable explanation of the significance of the audience: (Document 1): "Because the petition is an appeal for the provincial government to intervene militarily and restore order, it highlights the damages that bandits have done to government authority in the province (levying taxes on the population, issuing false orders, misusing official seals)." (Provides information about the audience of the document relevant to an argument about the extent to which foreign involvement led to the collapse of the Qing Empire)

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 considering diverse or alternate perspectives or evidence, for example, an argument that while the Qing Dynasty had to deal with considerable outside threats and pressures in the 19th century (Documents 2, 3, 5, and 6) it also faced many problems that related to deteriorating domestic socio-economic and political conditions (Documents 2 and 4) and rising Han Chinese nationalism (Documents 5 and 7). (Explains nuance) - Explaining relevant and insightful connections across time and space, such as explaining the similarities (e.g., foreign concessions and extraterritorial rights, reform attempts frustrated by conservative resistance, nationalist challenges to the state, problems with population pressure) and differences (e.g., World War I, territorial collapse of Ottoman Empire due to Arab nationalism and war) between China and the Ottoman Empire as “semi-sovereign” states that collapsed during the age of Western Imperialism. Likewise, students could explore why the Qing Dynasty collapsed despite reform attempts while Meiji Japan was able to industrialize and become a world power (e.g., more homogenous Japanese population and no population explosion, more Japanese openness to cultural borrowing, effective leadership from the Japanese emperor). (Explains relevant and insightful connections) - Qualifies or modifies an argument by considering diverse or alternative views or evidence, such as bringing in information from outside the documents to qualify or modify the content or perspectives of the documents. For instance, the population explosion faced by the Qing Dynasty (referred to indirectly in Document 4), which initially could be taken as a sign of its success, might have led to the collapse of the dynasty regardless of pressure from foreign powers. The collapse of the dynasty might also be explained as having taken place despite China’s successful and rapid modernization in the late 19th and early 20th centuries in response to outside influences, which included new ideas (Document 5), the mass media (Document 6), and a military coup (alluded to in Document 7). (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. Petition from two local government officials to provincial governor, circa 1850	States that for the last several years, banditry has been increasing locally; bandits and rebels have captured the district capital and have effectively supplanted the government. Pleads with the provincial government to send troops to eradicate the rebels; the local militia is no longer able to keep them at bay.	- Because the petition is an appeal for the provincial government to intervene militarily and restore order, it highlights the damages that bandits have done to government authority in the province (levying taxes on the population, issuing false orders, and misusing official seals). (purpose, audience) - The authors use their position as local officials to lend greater credibility to their claims. (POV)
2. Karl Marx, "Revolution in China and in Europe," 1853	Marx blames unrestricted British opium exports to China for the weakness and corruption of the Qing state and for the Taiping Rebellion and says British machine-produced textiles were wiping out Chinese producers and creating additional misery.	- Marx believed capitalism would spread around the world in a search for profits and, in doing so, would cause unrest, misery, and destroy traditional forms of production (e.g., the Chinese textile industry). (POV) - Marx was writing about a decade after the First Opium War (1839-1842), after which China was forced to sign "unequal treaties" that "opened" China to foreign trade and Christian missionaries; the increased economic and cultural contact with the West that followed helped provoke the Taiping Rebellion (1851-1864) and other unrest in China. (historical situation)
3. Qing Foreign Office, policy letter, 1878	The Foreign Office acknowledges that foreigners enjoy extraterritorial rights in China but denies that they can break Chinese laws without consequences. Chinese converts to Christianity may not claim immunity from Chinese law.	- The memo was written at a time when many resident foreigners in China possessed "extraterritorial" legal rights; these rights and the related "unequal treaties" were highly unpopular in China since they symbolized the weakness of the Chinese state. (historical situation) - The memo reminded Chinese diplomats of Qing policy so the diplomats could properly advise foreign visitors and governments. (purpose, audience)
4. Village elders from Caozhou, report to provincial government, 1896	The elders complain about a growing gap between the rich and poor and the inability of hired farm laborers to earn a living, which leads many to become bandits.	- The elders were concerned that village society was breaking down due to the poor economic situation. (POV) - The report addresses the banditry problem, which was a consequence of population growth and rural poverty in nineteenth-century China. (historical situation)

5. Chinese Alliance Association, "Revolutionary Proclamation," 1907	The proclamation calls for the expulsion of the Manchu and the return of Han rule in China and for a people's revolution based on liberty, equality, and fraternity.	- The authors were influenced by Han Chinese nationalism as well as Western liberal political ideas in calling for the overthrow of the Qing Empire and the establishment of a republic. (POV) - This proclamation was issued to the Chinese people in hopes of gathering their support for the overthrow of the Qing Dynasty and the introduction of political and economic reforms in China. (purpose, audience)
6. Anonymous Chinese artist, "A Look at China Now and in the Past," cartoon, 1911	The cartoon shows four images, the one on the top left shows China as a roaring tiger chasing a person, and the one on the top right shows the tiger standing still with Westerners carefully approaching. The one on the bottom left shows the Westerners carefully cutting off pieces of the tiger, and the one on the bottom right shows the tiger being completely dissected. The caption indicates the images represent different historical moments in China.	- The cartoon is likely intended to demonstrate how China has become passive and is now being divided up by Westerners. (purpose) - The author is writing at the height of popular republican protests and rebellions that will lead to the collapse of the Qing Dynasty. (historical situation)
7. Abdication decree of the child Emperor Puyi, 1912	The document is a resignation from Emperor Puyi, issued by the regent empress, indicating that since the Republic revolutionary army emerged, the Will of Heaven has become clear, and the emperor must abdicate in favor of a constitutional government.	- The abdication occurs at the end of Qing Dynasty following the 1911 Revolution (also known as the Xinhai Revolution). (historical situation) - The decree is likely intended for all the world, especially the citizens of China, to explain the decision to abdicate. The court likely wants to stop the fighting between revolutionary forces and the old government forces. (purpose, audience)

Question 2: Long Essay Question, Mongol Expansion and Eurasia**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, the expansion of empires such as the Mongol Empire facilitated trade and communication across Eurasia.

Develop an argument that evaluates the extent to which Mongol expansion affected the peoples of Eurasia 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 Mongol expansion affected the peoples of Eurasia during the period circa 1200–1450. 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 Mongol conquests affected many things, including the environment.”</i> Provide a historically defensible claim, but do not establish a line of reasoning <i>“The Mongol conquests affected many of the peoples of Eurasia during this time period.”</i> Provide a claim that is not historically defensible <i>“The most significant effect of the Mongols was the spread of the Mongol language across Eurasia.”</i>	Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt <i>“The Mongol conquest of China and the Middle East resulted in cultural syncretism between the Mongols and conquered peoples.”</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <i>“The Mongol conquests helped connect China to the rest of Eurasia not only due to the increase of Silk Road trade, but also by creating opportunities for the exchange of religions and scientific knowledge.”</i> Establish a line of reasoning <i>“The Mongol conquests destroyed many Eurasian cities.”</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 Mongol expansion or the peoples of Eurasia.
	Examples that do not earn this point: <i>"Many empires developed in Eurasia before the Mongols formed their own empire and these empires affected peoples across Eurasia."</i> <i>"The Silk Roads linked many cultures across Eurasia."</i>	Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - The spread of new technologies and scientific ideas across Eurasia - The continuing spread of religions, such as Islam, Christianity, or Buddhism - The importance of Silk Road trade to commerce and culture across Eurasia - The decline or military weakness of the Song dynasty and Muslim states, such as the Abbasid Caliphate or the Khwrazmian Empire - Specific information about religious or philosophical traditions, such as Islam or Confucianism - Feudalism or other information about social or political hierarchies - The expansion of nomadic empires across Eurasia - The expansion and development of the Jin Dynasty in Northern China - The Crusades in the Middle East Example of acceptable contextualization: <i>"The Mongol empire under Chinggis Khan developed in the context of a Jin dynasty that, while militarily powerful, was beginning to experience internal discord and a weak ruler."</i> <i>"The Mongols' nomadic background made them great warriors."</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: <i>“Some Chinese learned the Mongol language in order to obtain high state positions.”</i>	Responses that earn 1 point: <u>Identify at least two specific historical examples</u> relevant to the Mongol conquests. Examples of evidence that are specific and relevant include the following (two examples required): - The spread of technologies, such as gunpowder or paper money <i>Caravanserais</i> - Formation and establishment of individual khanates - Mongol rulers, such as Chinggis Khan or Khubilai Khan - Black Death (bubonic plague) - Cities destroyed by the Mongol conquests, such as Baghdad <i>Pax Mongolica</i> - Specific information about Mongol conquests, such as their defeat of the Song Dynasty - Specific information on the Silk Roads, such as improvement, security, passports, Yam (post) system, etc. - Mongol conversions to local religions, such as Islam and Buddhism - Mongol religious toleration and the spread of religion Example of a statement that earns 1 point for evidence: <i>“The Mongol conquests led to the spread of technologies, such as gunpowder weapons, as well as knowledge such as Islamic science and math.”</i>	Responses that earn 2 points: Use at least two specific historical examples to support an argument regarding the extent to which Mongol expansion affected the peoples of Eurasia during the period circa 1200–1450. Examples that successfully support an argument with evidence: <i>“Most of Europe did not experience much cultural change as a result of the Mongol conquests. Although the Mongols invaded Eastern Europe in 1241, their cultural impact was mostly limited to areas where nomadic influence was already strong.”</i> (Uses multiple, specific pieces of evidence to support the argument that the Mongols’ cultural impact in Europe was limited) <i>“The Islamic world was substantially changed by the Mongol conquests. The Mongols conquered the Abbasid Caliphate, killed the caliph, and utterly destroyed many wealthy and powerful Eurasian trading cities.”</i> (Uses multiple, specific pieces of evidence to support the argument that the Islamic world was substantially changed by the Mongol conquests)
	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. (For example, the Mongols contributed to the further spread of Islam among Turkic peoples; the Mongols spread gunpowder.)		

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. Examples that do not earn points: Provide evidence but offer no reasoning to connect the evidence to an argument: <i>“The Mongols destroyed Baghdad and killed the Abbasid caliph.”</i>	Responses that earn 1 point: Must demonstrate the use of historical reasoning to explain the extent to which Mongol expansion affected the peoples of Eurasia during the period circa 1200-1450 Using a historical thinking skill to frame or structure an argument could include: - Explaining how the Mongol conquests affected peoples in Eurasia by fostering cultural exchange across Eurasia - Explaining how the Mongol conquests affected peoples in Eurasia by changing or influencing patterns of trade and economic production in Eurasia - Explaining how the Mongol conquests affected peoples in Eurasia by eliminating numerous states, such as the empire of the Khwarazm Shah and the Abbasid Caliphate Example of acceptable use of historical reasoning: <i>“Overall, the Mongol empire had a positive economic effect because the Mongol conquests led to a considerable increase in trade across the Silk Roads.”</i> (Establishes an economic development caused by the Mongol conquests that affected peoples in Eurasia)	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. Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided: - Explaining the nuance of an issue by showing how the Mongol conquests caused enormous destruction but also led to long-term economic benefits for peoples in many Eurasian societies. (Explains nuance, considers both causes and effects, and qualifies an argument) - Explaining relevant and insightful connections across time and space, such as by showing how the effects of the Mongol conquests differed from or were similar to the effects of previous or later instances of nomadic imperial expansion. (Explains relevant and insightful connections) - Qualifying an argument by demonstrating that although the Mongol conquests led to cultural changes in many societies, the conquests also reinforced ongoing cultural trends, such as the conversion of Turkic nomads to Islam. (Qualifies an argument) - Corroborating an argument by demonstrating that the Mongol conquests had similar economic effects in the Middle East and China. (Corroborates an argument, considers both causes and effects)
Additional Notes: This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.			

Question 3: Long Essay Question, Land-based Empires Expanding Power**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, rulers of land-based empires, such as the Mughal, the Ottoman, and the Safavid empires, used a variety of religious, political, and economic methods to legitimize and consolidate their power.

Develop an argument that evaluates the extent to which a land-based empire successfully consolidated or expanded its power 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 a land-based empire successfully consolidated or expanded its power during the period circa 1450 to 1750. 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 Spanish expanded their empire by building colonies in the Americas.”</i> Provide a historically defensible claim, but do not establish a line of reasoning <i>“The rulers of these empires were extremely powerful.”</i> Provide a claim that is not historically defensible <i>“The Mughals established a large group of khanates extending from China to Russia and the Middle East.”</i>	Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt <i>“The Safavids, Ottomans, and Mughals used monumental architecture and religious ideas to maintain and increase their power.”</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <i>“Tax farming was used by Muslim states as a way to finance territorial expansion, build elaborate government and religious buildings, and promote state power.”</i> Establish a line of reasoning <i>“The Ottoman Empire used gunpowder weapons to expand.”</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 land-based empires consolidating or expanding power.
	Examples that do not earn this point: <i>"The period from 1450 to 1750 was the golden age of Islamic land-based empires."</i> <i>"The great Muslim empires declined in importance and tried to modernize themselves through reforms."</i>	Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - The spread and improvement of gunpowder weapons - Existing important trade routes, such as the Silk Roads - Earlier expansion of Islam in Africa and Asia - The rise or collapse of Mongol successor states, such as the Uzbeks or the Timurids - The collapse of the Byzantine Empire - Ottoman expansion in Southern Europe and Anatolia prior to 1450 - Continued military and political dominance of nomadic Turkic groups in the Middle East and Central Asia - The development of other gunpowder empires, such as the Qing - The Black Death Example of acceptable contextualization: <i>"The centralization of power within the Ottoman Empire can be understood as part of the broader practice of developing bureaucratic institutions in modernizing states across Eurasia during this period."</i> <i>"Islam had spread to India long before the Mughal dynasty began expanding."</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: <i>Portuguese entrance into the Indian Ocean and the establishment of their trading post Empire.</i> <i>Mongols' allowance of religious tolerance and control of the trade routes.</i>	Responses that earn 1 point: Identify at least two specific historical examples relevant to land-based empires consolidating or expanding power. Examples of evidence that are specific and relevant include the following (two examples required): - Training professionals, such as government officials - Standing armies and new military tactics - Specific information about new military technology, such as cannons - Imperial policies tolerating religious or ethnic minorities - Sunni Shi'a rivalry, including the Safavid-Ottoman rivalries - Imperial policies limiting the power of the nobility - Use of art and architecture to glorify imperial rule, such as Taj Mahal - Ottoman tax farming - Mughal <i>zamindar</i> tax collection - Ottoman <i>devshirme</i> - Janissaries - Ottoman Suleymaniye Mosque - Theory of divine right - Discriminatory tax collection against minorities - Aztec tribute systems and monumental architecture Example of a statement that earns 1 point for evidence: <i>"Mughal emperors used the zamindar tax collection system and built royal tombs such as the Taj Mahal."</i>	Responses that earn 2 points: Use at least two specific historical examples to support an argument regarding the extent to which a land-based empire successfully consolidated or expanded its power during the period circa 1450 to 1750. Examples that successfully support an argument with evidence: <i>"The Ottomans developed the practice of using professionalized troops within standing armies as well as new gunpowder weapons in order to help them conquer new territories."</i> (Uses multiple, specific pieces of evidence to support the argument that the Ottoman Empire expanded and consolidated their territories.) <i>"Some Mughal rulers practiced religious tolerance, for example by allowing Hindus to continue using their temples and exempting them from paying certain taxes. Such policies helped the Mughals establish their legitimacy."</i> (Uses multiple, specific pieces of evidence to support the argument that Mughal emperors used religious toleration to consolidate their power.)
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. (For example, Janissaries in Ottoman standing armies; and the development of Shi'ism in the Safavid Empire.)			

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. Examples that do not earn points: Provide evidence but offer no reasoning to connect the evidence to an argument: <i>“Ottoman armies used cannons.”</i>	Responses that earn 1 point: Must demonstrate the use of historical reasoning to explain the extent to which a land-based empire successfully consolidated or expanded its power during the period circa 1450-1750. Using a historical thinking skill to frame or structure an argument could include: - Explaining the effects of centralizing administrative practices that increased the stability and wealth of a land-based empire. - Explaining how changes in military organization or military equipment led to large territorial expansion in a land-based empire. Example of acceptable use of historical reasoning: <i>“Even though it preserved the power of the traditional Manchu nobility, the Qing dynasty also added elements of Chinese political culture based on Confucianism, which helped it achieve legitimacy and stability.”</i> (Uses causation to support an argument about Qing imperial administrative consolidation)	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. Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided: - Explaining the nuance of an issue by analyzing multiple variables, such as explaining how the early Mughal emperors expanded their territory and centralized their administration, but the later Mughal emperors rapidly lost territory to a variety of indigenous elites as well as invaders. (Explains nuance and qualifies an argument) - Explaining relevant and insightful connections across time and space, such as explaining how Turkish Muslim conquerors established massive land-based empires in the Middle East, Persia, and India through similar processes of combining cavalry and gunpowder in their armies, as well as establishing centralized administrations. (Explains relevant and insightful connections) - Explaining both similarities and differences by explaining that the Ottoman and Mughal Empires tolerated religious diversity in their populations, but the Safavid Empire supported only Shi’a Islamic practices in Persia. (Explaining both similarities and differences) - Corroborating an argument by demonstrating how the Ottoman Empire successfully centralized its administration and competed against expanding European maritime empires but failed to modernize and eventually fell far behind European industrial economies. (Corroborates multiple perspectives)
Additional Notes: This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.			

Question 4: Long Essay Question, Challenges to Power Structures**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 mid- to late-twentieth century, a variety of political, military, and nonviolent methods were used to bring about political and social change.

Develop an argument that evaluates the extent to which an individual, group, or movement in the mid- to late-twentieth century successfully challenged existing power structures 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 an individual, group, or movement in the mid- to late-20th century successfully challenged existing power structures during this period. 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 British Empire had territories around the globe.”</i> Provide a historically defensible claim, but do not establish a line of reasoning <i>“Muhammad Ali Jinnah was a successful attorney.”</i> Provide a claim that is not historically defensible <i>“Gandhi fought a revolution to violently overthrow British rule in India.”</i>	Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt <i>“In the United States, Dr. Martin Luther King, Jr. used peaceful civil disobedience to challenge the established racial hierarchies under segregation.”</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <i>“Anti-imperialist nationalist movements used non-violent as well as violent tactics to end colonialism and establish newly independent nations.”</i> Establish a line of reasoning <i>“Feminists worldwide protested against 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 (0-1 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 challenging of power structures.
	Examples that do not earn this point: <i>"Despite the two World Wars, existing power structures remained largely intact in the mid- to late twentieth century."</i> <i>"In the late twentieth century people used non-violent methods to bring about social change."</i>	Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - Partition of states post-World War II - The Cold War - Violence against civilians during or after the Second World War - Decolonization and the establishment of newly independent nations - Spread of socialism and communism - Rights-based movements - NATO and the Warsaw Pact - Totalitarianism and authoritarian states - Second Wave Feminism - UN Declaration of Rights - Increased prosperity in Western nations Example of acceptable contextualization: <i>"Movements that challenged power structures were often inspired by the revolutionary ideas of Karl Marx and socialism."</i> <i>"The Cold War forced many decolonization leaders to choose sides."</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: <i>"Karl Marx and Friedrich Engels' Communist Manifesto directly challenged the political power of the bourgeoisie."</i>			
Responses that earn 1 point: <u>Identify at least two specific historical examples</u> relevant to the challenging of power structures. Examples of evidence that are specific and relevant include the following (two examples required): - Decolonization leaders, such as Mohandas Gandhi and Kwame Nkrumah - Indian National Congress - Gandhi's salt marches and other satyagraha campaigns - Nonviolence & civil disobedience leaders, such as Martin Luther King Jr. and Nelson Mandela - U.S. Civil Rights Movement—boycotts, sit in's, March on Washington - African National Congress - Revolutionary socialist movements, such as the Shining Path or the Viet Minh - Radical Islamic movements, such as Al-Qaeda - Radical religious nationalist movements, such as the IRA or Tamil Tigers - Proxy wars in Asia and Africa - Specific movements that challenge gender roles and social norms, such as 68ers or Second Wave Feminists - Environmentalist groups, such as Green Peace Example of a statement that earns 1 point for evidence: <i>"Ho Chi Minh led the Vietnamese in fighting against French imperialism and Sukarno led the Indonesian struggle against the Dutch."</i>			
Responses that earn 2 points: <u>Use at least two specific historical examples</u> to support an argument regarding the extent which an individual, group, or movement in the mid- to late-twentieth century successfully challenged existing power structures during this period. Examples that successfully support an argument with evidence: <i>"The Indian nationalist movement led by Mohandas Gandhi succeeded at ousting the British Empire through dedication to the principle of nonviolent resistance as witnessed by his marches and protests."</i> (Uses multiple, specific pieces of evidence to support the argument that Indian nationalism challenged British imperialism) <i>"During the late 20th century a variety of environmentalist groups like Green Peace tried to limit multinational corporations' activities in order to stop pollution and climate change. Some groups used peaceful methods while others turned to violence."</i> (Uses multiple, specific pieces of evidence to support the argument that environmentalists opposed multinational corporations)			
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. (For example, Martin Luther King Jr. advocated nonviolent protest methods; and the Tamil Tigers used suicide bombers and terrorism.)			

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 explain the extent to which an individual, group, or movement in the mid- to late-20th century successfully challenged existing power structures during this period	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>“Antiwar protests spread around the world during the 1970s.”</i>	Using a historical thinking skill to frame or structure an argument could include: - Explaining how colonized peoples in Africa or Asia organized themselves and resisted European imperial rule. - Explaining the effects of popular movements for democratic reforms against communist governments in places like Poland or elsewhere in Eastern Europe. Example of acceptable use of historical reasoning: <i>“The African National Congress protested the apartheid policies of the South African government and eventually gathered enough international support to bring about full democratic participation in South Africa.”</i> (Uses causation to support an argument about South African protests against apartheid)	Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided: - Explaining the nuance of an issue by analyzing multiple variables, such as explaining that between 1989 and 1992, in much of the world, anticommunist protests succeeded at overturning the Soviet Union, but in Asia, communist one-party states maintained their grip on power. (Explains nuance and qualifies an argument) - Explaining relevant and insightful connections across time and space, such as demonstrating the influence of socialist ideas and tactics in resisting power structures in Asia (Vietnam), Africa (Tanzania), as well as Latin America (Cuba). (Explains relevant and insightful connections.) - Explaining both similarities and differences by explaining that similar groups with similar nationalist goals could use very different methods to achieve their goals, such as comparing Nelson Mandela in South Africa with Robert Mugabe in Zimbabwe. (Explains both similarities and differences) - Corroborating an argument by exploring the complexities of differing approaches to opposing power structures during the Cold War, including evidence that some Westerners supported communism, or that some socialist independence leaders and movements chose to ally with the West, rather than with the Soviet bloc. (Corroborates multiple perspectives)
Additional Notes: This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.			