

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timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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 reason United States officials were concerned about communism as noted in the first paragraph of the passage. **1 point**

Examples of acceptable responses may include the following:

- The Cold War struggle between pro- and anti-communist forces played out on a global scale, including the African continent.
- United States officials were concerned that the Soviet Union would seek to spread its support for communism to the developing world.
- United States officials may have been concerned that if one African country were to fall under the influence of the communist Soviet government, more African countries may follow suit.

- B** Describe the historical situation that resulted in the “system of colonialism” referred to by the author in the second paragraph of the passage. **1 point**

Examples of acceptable responses may include the following:

- Beginning in the fifteenth century, European states began establishing trading post empires on the coasts of Africa to obtain slaves and sought-after trade goods.
- In the nineteenth century, Great Britain, France, and Germany, and, to a lesser extent Portugal, Spain, and Italy, carved out and took over most of the territory of the African continent in the “Scramble for Africa.”
- Economic and military rivalries between European powers as well as resistance and/or accommodation from African rulers and states shaped the process of European colonization.
- In a small number of African territories, European migration resulted in the establishment of settler colonies.

- C** Explain one way the source reflects the political situation in Africa during the second half of the twentieth century. **1 point**

Examples of acceptable responses may include the following:

- The source’s reference to the impending threat of communism becoming established in Africa reflects the political situation in Africa during the Cold War as the United States and Soviet Union were jostling for influence.
- The author’s reference to the “discredited system of Colonialism” by Europeans shows the ongoing struggle of many African nations to liberate themselves from imperialism.
- The author’s reference to “an aid package for Africa similar to the Marshall Plan” associates the continent’s struggle to rebuild during decolonization with the rebuilding of Europe after the Second World War.

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 technological development in communication or transportation in the twentieth century. **1 point**

Examples of acceptable responses may include the following:

- The development of the internet was a major development in communication.
- During the twentieth century, one important technological development was the airplane.
- The development of cellular communications was a life-changing development.

Scoring Note: Some technologies that originated in the late nineteenth century but were further developed, commercialized, and/or became widespread in the early twentieth century can be credited toward Part A. Examples include the radio and the automobile.

- B** Explain one way nuclear technologies affected international relations in the second half of the twentieth century. **1 point**

Examples of acceptable responses may include the following:

- The invention of nuclear weapons complicated international relations as some countries sought [and sometimes acquired] nuclear weapons, which resulted in international efforts to limit proliferation.
- The threat of nuclear war kept the major superpowers at peace because they both believed in the MAD doctrine and did everything possible to avoid direct war between themselves.
- The practical impossibility of a direct nuclear war between the United States and the Soviet Union led the two superpowers to engage in proxy wars around the world instead.

- C** Explain one way the spread of new technologies contributed to increased economic activity in the twentieth century. **1 point**

Examples of acceptable responses may include the following:

- Widespread use of fossil fuels enabled the growth of the transoceanic cargo shipping industry, which increased international trade and stimulated economic growth.
- Nuclear-generated power was used to operate new factories and production facilities, increasing the capacity of electrical grids and leading to greater economic productivity.
- Fossil fuels helped the airline industry grow as more people traveled for work and leisure, increasing the revenues of hospitality and tourism industries.

Question 1: Document-Based Question, Spread of Industrialization Impact on Women**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 the spread of industrialization provided women with new opportunities and/or challenges during the period circa 1850 to 1950.

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 the spread of industrialization provided women with new opportunities and/or challenges during the period circa 1850 to 1950. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument.
Examples that do not earn this point: Provide a restatement of the prompt <i>“The spread of industrialization provided women with new opportunities and challenges between 1850 to 1950.”</i> Provide a historically defensible claim, but do not establish a line of reasoning <i>“Industrialization spread beyond Europe to Asia and the Americas in the period 1850 to 1950.”</i> Does not establish a line of reasoning <i>“Women and children worked in factories.”</i>		Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt <i>“While some women were provided with new opportunities for education and local leadership as industrialization spread, most women faced challenges and hardship.”</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <i>“The global spread of industrialization created new opportunities for women to advance through literacy training and community leadership. It also presented challenges as women took on men’s roles in addition to their own housework and had to work to support their families.”</i> Establish a line of reasoning <i>“Industrialization gave women new opportunities by creating jobs in the factories.”</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 spread of industrialization or women’s roles during the period 1850 to 1950.
Examples that do not earn this point: Do not provide context relevant to the topic of the prompt <i>“The Ottoman Empire was considered the ‘Sick Man of Europe’.”</i> Provide a passing phrase or reference <i>“The Great Depression led to economic problems around the world.”</i>		Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - The social and economic effects of industrial capitalism - Meiji Restoration - Selective Westernization [Japan, Russia, Ottomans] - Second Industrial Revolution - Industrial Revolution in Britain - Marxism and Socialism - Women’s rights movements - Urbanization - The Great Depression - Industrialization in Latin America - Mass production of goods, assembly line production
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 the spread of industrialization and its impact on women circa 1850–1950. Examples of describing the content of a document: Describe evidence from the documents relevant to the topic but do not use that evidence to support an argument [Document 2]: “The postcard shows women working in a factory.” [Document 7]: “In South Africa communal land was removed from Black people’s control which impacted the lives of Black women.”	Responses that earn 2 points: - Support an argument in response to the prompt by accurately using the content of at least four documents. Examples of supporting an argument using the content of a document: [Document 1]: “The memoir recounts the story of Maria, a 40-year-old illiterate woman, and the advancement opportunities provided to her while working in a Russian cigarette factory, which included holding a leadership role as chairwoman and the chance to learn to read and write.” [Uses evidence from the document to support an argument about women having opportunities to improve themselves as a result of the spread of industrialization] [Document 2]: “The postcard shows women and girls being supervised by a male manager. This image reveals the reality that while women gained the opportunity to work, they remained in positions subservient to men.” [Uses evidence from the document to support an argument about women continuing to serve in roles beneath men despite new opportunities resulting from the spread of industrialization]
	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 industrialization provided women with new opportunities and/or challenges during the period circa 1850 to 1950. Examples of specific and relevant evidence beyond the documents that earn this point include the following, if appropriate elaboration is provided: - The increase in women’s participation in the workforce during the First and Second World Wars - The effect of more women joining the workforce on the women’s suffrage movement - The spread of Marxist and/or Socialist ideas following industrialization - Specific reform movements such as the Tanzimat reforms in the Ottoman Empire or Japanese selective Westernization in response to Matthew Perry’s intrusion - Specific events that led to new opportunities or challenges for women, such as the Taiping Rebellion in China - Soviet campaigns to eradicate illiteracy in the Soviet Union through workers’ schools and evening adult literacy classes - Despite the spread of industrialization, traditional ideas about women’s roles persisted, including the continued influence of Confucian ideas on gender roles in China Examples of evidence beyond the documents relevant to an argument about the prompt: “In the years after the Russian Revolution, Bolshevik campaigns to eradicate literacy, through workers’ schools and adult literacy classes, began to offer women educational opportunities.” [Provides a piece of evidence not in the documents relevant to an argument about the prompt] “Discontent with established power structures encouraged Marxist ideas, including ideas of gender equality between male and female workers, to spread across Europe and parts of Asia.” [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 3 was written for a Chinese audience and was published in a Chinese language journal while the author was living in exile in Japan." Summarize the content of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience "In Document 6 Johanna Corneliuss discusses the difficulties of working in a big city but also states that it is preferable to being a housewife in the country."	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 5]: "As a female labor activist, the author recounts the difficulty she experienced in the silk factories and is able to provide first-hand knowledge about the struggles women and children had in entering the workforce." [Connects the point of view of the document relevant to an argument that industrialization posed challenges for women] Example of acceptable explanation of the relevance of the author's purpose: [Document 1]: "Written during the first decade of the Soviet Union, this account was meant to highlight the success of the Russian Revolution and Communism's role in improving women's educational opportunities." [Connects the purpose of the document relevant to an argument that industrialization provided women with new opportunities] Example of acceptable explanation of the relevance of the historical situation of a source: [Document 2]: "Following the Tanzimat reforms, elements of Westernization took place in the Ottoman Empire including industrialization, which resulted in an increase of women in the workplace." [Connects the historical situation of the document relevant to an argument that industrialization posed both opportunities and challenges for women] Example of acceptable explanation of the relevance of the audience: [Document 4]: "As an official report published as a part of a comprehensive government survey, the likely audience was the Russian government, who would have been interested in understanding the breakdown of male to female laborers and the percentage who were still focused on agriculture verses industry as this could impact revenue and taxation." [Connects the audience of the document relevant to an argument that industrialization posed both opportunities and challenges for women]

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: - Analyzing multiple variables, such as considering diverse or alternate perspectives or evidence, for example how even though some women were elevated to positions of leadership [Documents 1, 4], the lower-class women typically suffered due to the nature of the work and poverty [Documents 3, 5, 6]. [Explains nuance] - Using evidence from all seven documents effectively to support an argument that industrialization provided women with both challenges and opportunities; for example, using evidence from Documents 1 and 4 to illustrate the new social and political leadership roles women had access to during the period. Documents 2 and 7, however, highlight the continued inequality of gender relations at the time—both in the workplace and in domestic settings. Documents 3, 5, and 6 also illustrate the long hours and harsh working conditions women routinely faced in factory jobs. [Demonstrates complex understanding through effective use of evidence] - Using the documents and evidence beyond the documents to compare the challenges faced by women workers [as described in Documents 2, 3, 5, 6] with challenges faced by women workers in the globalized economy of the late 20th and early 21st century. For example, noting the similarities/continuities in terms of women workers making less money than men, struggling to balance work and family life, having limited access to education because of their need to work, and dealing with difficult working conditions in the factories. [Demonstrates complex understanding through effective use of evidence]

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. Vera Karelina, memoir, 1926	• The author writes about her time as an organizer of women in the Factory Worker's Society in the 1890s, explaining how each chapter of the society had a chairwoman and secretary with voting rights. She also describes the chairwoman, Maria Soldatova, as illiterate, but energetic and resourceful. The author recounts how Soldatova was elected chairwoman of the women's assemblies and was later given the opportunity to learn to read and write.	• As a female Russian labor activist and revolutionary living in the Soviet Union under communist rule, the author supports the rights of women to be educated. [POV, historical situation] • Written during the first decade of the Soviet Union, this account was meant to document the contributions of female organizers in the workers' movement and to highlight the importance of education and literacy in workers' lives. [purpose, historical situation]
2. Ottoman postcard of women and girls working in a silk factory, Bursa, 1903	• The postcard portrays women and girls working in a silk factory. The women sit in two rows and are wearing Western style dresses in front of the machines, while the girls also sit in two rows facing the women. They are supervised by a man standing in at the back of the factory floor, with more men looking on from behind him.	• Following the Tanzimat reforms, elements of Westernization took place in the Ottoman Empire including industrialization, which resulted in an increase of women in the workplace. [historical situation] • The postcard may have been intended to show Ottoman progress in its industrialization reforms during the early twentieth century. [purpose]
3. He-Yin Zhen, "What Women Should Know About Communism," 1907	• The author, a Chinese woman living in exile in Japan, wrote about the chronic exhaustion women faced while working long hours with no breaks in the factories of Shanghai. She blames the greed of capitalist factory owners for the plight of these women workers who can barely feed themselves with their meager wages. She concludes by criticizing capitalism and suggesting "practicing communism" as a solution.	• As a political exile living in Japan during the period of unrest in the Qing Dynasty, the author voices her support for poor women in China, implying that she is not only in political opposition to the Qing system but also opposes their capitalistic practices as she suggests the solution would be to practice communism. [POV, historical situation] • As a female political activist, the author sought to influence revolutionaries and other women in the failing Qing Dynasty which saw increasing numbers of political opponents. [purpose, historical situation]
4. Russian Provincial Government Report, Vladimir District, 1912	• The government report describes the percentage of men who were involved in manufacturing versus farming occupations. It also details the changes in women's roles because of more men working in manufacturing, namely that women were beginning to take over farm work previously	• The report emphasizes women taking on "traditionally male tasks" during a period when women around the world were beginning to seek the right to vote. This report creates an awareness to government leaders about the changing roles of women in the countryside. [historical situation, purpose] • As an official report published as a part of a comprehensive government survey, the likely audience was the Russian government, who would have been interested

	done by men, as well as managing social obligations such as participating in and leading village councils.	in understanding the breakdown of male to female laborers and the percentage who were still focused on agriculture verses industry as this could impact revenue and taxation. [audience]
5. Toshio Takai, memoir describing events in the 1910s and 1920s, 1980	The author, a Japanese female labor activist, recounts being recruited to work in the silk factory at the age of twelve, where workers were told the work was easy and pleasant. The author states she volunteered to work in order to help out her parents financially. She also describes the reality of the work as difficult and the wages less than promised by management because she had to pay for food and basic necessities. She remembers spending twelve hours each day collecting leftover thread that fell from the machines and her legs hurt so much that she stumbled around.	- As a female labor activist who wants to increase awareness about the terrible factory conditions, the author recounts the difficulty she experienced in the silk factories and is able to provide first-hand knowledge about the struggles women and children faced when entering the workforce. [purpose, POV] - Following WWI and the decline of the Qing Dynasty in China, Japan experienced growth in the production of silk necessitating women and children to join the workforce. [historical situation]
6. Johanna Cornelius, White South African labor activist, autobiographical statement, circa 1940	The author, a female White South African labor activist, recounts her experiences of growing up on a farm but having to move to a big city [Johannesburg] to work in a clothing factory to earn a living in the clothing factories. She hoped to earn enough money to continue her studies, but the depression in the clothing industry resulted in her being laid off. Nevertheless, she rejects the argument that rural life was preferable for a woman over factory work and states that she does not want to be a “servant in the kitchen.”	- The time period recounted by the author reflects the realities of the Great Depression and how women lost employment opportunities in the factories when those closed and the struggle to find work in the cities. [historical situation] - The author, who was elected to a leadership role in a major South African labor union representing workers in the garment industry, likely wrote this autobiographical statement to show her fellow union members—most of whom were likely women—that she understood their struggles and shared their perspective on life. To that end, she argues that women cannot and would not go back to the countryside and traditional gender roles. [purpose, POV]

7. Ellen Kuzwayo, Black South African educator and women's rights activist, describing the history of Johannesburg, autobiography published in 1985	The author, a Black South African educator and women's rights activist, is recalling what life was like in the early twentieth century for women after the gold boom. As Black men went to Johannesburg to work in the mines, Black women were initially able to meet the needs of their families by living on and cultivating communal lands; however, when the government began taking away Black communities' access to their lands, Black women were faced with a host of new challenges and responsibilities. In response, many Black women moved to the cities themselves, often to become domestic workers in the homes of White employers.	- Since the author is recounting her experiences as someone who not only lived through the changes happening to the Black South African community, but also as a women's rights activist, she focuses on how South Africa's apartheid policies affected the lives of Black women. [POV, historical situation] - Kuzwayo probably wanted to publish her autobiography to provide other Black South Africans—still living under apartheid at the time—with examples of how their community struggled but persevered through earlier times of hardship. [purpose, audience]
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Question 2: Long Essay Question, Impact of the Columbian Exchange in the Atlantic**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, new connections between world regions led to the movement or transfer of people, animals, plants, and pathogens.

Develop an argument that evaluates the extent to which such movements or transfers led to demographic, cultural, or social changes across the Atlantic region 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 movements or transfers of people, animals, plants, and pathogens led to demographic, cultural, or social changes across the Atlantic region during the period 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 do not earn this point: Provide a restatement of the prompt <i>“The transfer of people and animals in this period prompted important changes in the Atlantic region.”</i> Provide a historically defensible claim, but do not establish a line of reasoning <i>“The transfer of new foods had a dramatic impact on people’s nutrition.”</i> Provide a claim that is not historically defensible <i>“Europeans used river-going steamships to explore and conquer the interior of the North and South American continents.”</i>		Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt <i>“New connections between the Eastern and Western Hemispheres shifted the economic center of the world from the Mediterranean to the Atlantic region which in turn profoundly affected cultural and social developments.”</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <i>“Transfers of people, animals, plants, and pathogens in the Columbian Exchange resulted in many consequences, including catastrophic reduction in the indigenous populations, accumulation of wealth by Europe, and the disruption of African demographics due to the slave trade.”</i> Establish a line of reasoning <i>“The transfer of diseases from the Eastern to the Western hemisphere reduced the indigenous populations in the Americas.”</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 Protestant Reformation led to over 100 years of religious warfare in Europe.”</i> Provide a passing phrase or reference <i>“Many enslaved Africans were brought to the Americas.”</i>		Responses that earn this point: - Accurately describe a context relevant to movements or transfers of people, animals, plants, and pathogens and/or demographic, cultural, or social changes across the Atlantic region during the period 1450 to 1750. Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - Age of Discovery, Columbian voyages, state-sponsored exploration - Development of maritime technology and navigational skills - Pre-Columbian societies of the Americas - Colonization and plantation economies - Rivalry between maritime empires, mercantilism - Religious justification for colonization - Participation of African states in maritime trading networks, including through the trade in enslaved people - New labor systems in the Americas, including chattel slavery, indentured servitude, and encomienda and hacienda systems - Chartered European monopoly companies - Global flow of silver from Spanish colonies Example of acceptable contextualization: <i>“Knowledge and technology from Asia and the Islamic world facilitated trans-Atlantic travel and trade.”</i> <i>“Some European maritime empires aimed to spread Christianity to their subjects.”</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 information that is outside the time period <i>“Improved transportation technology like steamships enabled migration.”</i>			Responses that earn 1 point: - Identify at least two specific historical examples relevant to movements or transfers of people, animals, plants, and pathogens and/or demographic, cultural, or social changes across the Atlantic region during the period 1450 to 1750. Examples of evidence that are specific and relevant include the following (two examples required): - Columbian Exchange - Introduction of new pathogens such as smallpox, measles, malaria - Introduction of crops from the Americas into Eurasian diets - Populations in Afro-Eurasia benefitting nutritionally from American food crops - Introduction of European farming practices, crops, livestock in the Americas - Development of plantation system and export crops including sugar and cotton - Trade of enslaved peoples from Africa - Syncretic religious practices - Creole cultures - Gender and family restructuring in African states as a result of the slave trade - Casta system - Use of both old [<i>mit’a</i>] and new [indentured servitude, chattel slavery, hacienda and encomienda] systems of labor in the Americas Example of a statement that earns one point for evidence: <i>“In the Americas new labor systems such as chattel slavery coexisted alongside older labor systems such as the <i>mit’a</i>.”</i>
Responses that earn 2 points: - Use at least two specific historical examples to support an argument regarding the extent to which movements or transfers of people, animals, plants, and pathogens led to demographic, cultural, or social changes across the Atlantic region during the period 1450 to 1750. Examples that successfully support an argument with evidence: <i>“The transfer of pathogens like smallpox and measles to the Americas resulted in mass death among indigenous peoples; that demographic change enabled Europeans to establish their own populations more securely in their American colonies.”</i> [Uses evidence to support an argument about demographic changes in the Atlantic region] <i>“The transfer of cash crops including sugar and cotton to the Americas led to the development of the plantation system, which in turn came to rely on new forms of coerced labor systems, including indentured servitude and chattel slavery.”</i> [Uses evidence to support an argument about social changes]			

	Additional Notes: - Typically, statements credited as evidence will be more specific than statements credited as contextualization. - If a response has a multipart argument, then it can meet the threshold of two pieces of evidence by giving one example for one part of the argument and another example for a different part of the argument, but the total number of examples must still be at least two.
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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 movements or transfers of people, animals, plants, and pathogens led to demographic, cultural, or social changes across the Atlantic region during the period 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 “The plantation system relied on the slave trade.”	Using a historical reasoning process to frame or structure an argument could include: - Explaining the demographic changes caused in the Americas by the introduction of Afro-Eurasian pathogens, which decimated indigenous populations and enabled Europeans to establish themselves in settler colonies in the Americas. - Discussing the continued use of pre-Columbian labor systems, like the Incan <i>mit'a</i>, by Spanish colonial rulers who also introduced new labor systems like the <i>encomienda</i>. Example of acceptable use of historical reasoning: “The transfer of Eurasian pathogens to American populations that had no immunity to them resulted in mass deaths that drastically altered the demographic balance in the Americas.” [Indicates an effect of the transfer of pathogens as a result of the Columbian Exchange]	Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided: - Explaining that the Columbian Exchange caused demographic changes not only in the Americas, where new pathogens catastrophically reduced indigenous populations, but also in Africa, where some societies saw depopulation because of the slave trade that provided labor for European plantations in the Americas. [Explains nuance by exploring multiple effects] - Explaining that although Europeans brought their religious practices and beliefs to the Western Hemisphere, often with the intention of converting indigenous peoples, indigenous Americans reacted to those new cultures in various ways, sometimes accepting European religions, sometimes rejecting them, and sometimes mixing them with traditional practices to create syncretic religions. The same was true of Africans and descendants of enslaved Africans in the Americas, who often syncretized Christian beliefs and practices to create their own unique religious traditions. [Explains nuance by exploring multiple perspectives] - Explaining that the crucial role played by pathogens in changing demographics in the Americas during this period was replicated, albeit on a smaller scale, in the period 1750–1900, when European colonizers encountered populations that had been relatively isolated from Eurasian diseases—for example, the native populations of Australia and Polynesia were severely impacted by smallpox and other European diseases, just as Native American populations had been in the period 1450–1750. [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 3: Long Essay Question, Enlightenment and Reform Movements

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 eighteenth century, Enlightenment philosophers developed new ideas about individual rights and the role of governments.

Develop an argument that evaluates the extent to which Enlightenment ideas encouraged movements for political change and/or social reform during the period circa 1750 to 1900.

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 Enlightenment ideas encouraged movements for political change and/or social reform during the period circa 1750 to 1900. 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>“Enlightenment ideas prompted many people to campaign for political and social reforms.”</i> Provide a historically defensible claim, but do not establish a line of reasoning <i>“The Enlightenment included new political ideas about natural rights.”</i> Provide a claim that is not historically defensible <i>“The Enlightenment idea of mercantilism was adopted by many political leaders.”</i>		Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt <i>“Social reform movements were facilitated by the Enlightenment as can be seen from the abolition movement and its focus on natural rights.”</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <i>“Many nineteenth-century political movements—for example liberalism—incorporated key Enlightenment ideas, such as its emphasis on reason and tolerance and its distrust of organized religion, but other nineteenth-century political movements—for example socialism—rejected some of the ideas of the Enlightenment, such as the idea that private property was something that should be protected and preserved at all costs.”</i> Establish a line of reasoning <i>“Reform movements were based on Enlightenment ideas like using reason to make society more equal.”</i> [Minimally acceptable thesis/claim] <i>“Enlightenment ideas encouraged movements for political change through the American Revolution and the French Revolution.”</i> [Minimally acceptable thesis/claim]
Additional Notes: - The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs). - The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period.		

Reporting Category	Scoring Criteria	
Row B Contextualization (0–1 points)	0 points Does not meet the criteria for one point.	1 point Describes a broader historical context relevant to the prompt.
Decision Rules and Scoring Notes		
Responses that do not earn this point: - Provide an overgeneralized statement about the time period referenced in the prompt. - Provide context that is not relevant to the prompt. - Provide a passing phrase or reference. Examples that do not earn this point: Do not provide context relevant to the topic of the prompt <i>“New technology such as the telegraph helped governments better control their territories.”</i> Provide a passing phrase or reference <i>“Voltaire was an Enlightenment philosopher.”</i>		Responses that earn this point: - Accurately describe a context relevant to Enlightenment ideas, political change, or social reform during the period circa 1750 to 1900. Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - French Revolution and Atlantic Revolutions - Specific thinkers, such as Voltaire, Rousseau, Locke, Wollstonecraft - Classic liberalism, democratic ideals, expansion of suffrage - Scientific Revolution - Debates about women’s role in society - Non-Western societies and desire to modernize - Industrialization - Global capitalism - Socialism, communism, labor unions - Anti-slave trade and abolitionism movements, end of serfdom - Nationalism - Urbanization - Expansion of literacy, education Example of acceptable contextualization: <i>“Enlightenment philosophies focused on new ways of understanding and empiricist approaches that grew out of the Scientific Revolution and applied them to human relationships.”</i> <i>“Debates about women’s roles in society led to a movement to give women the right to vote.”</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>"Movements that overthrew communist governments in Eastern Europe and the USSR drew on ideas of individual rights."</i>			
Responses that earn 1 point: - Identify at least two specific historical examples relevant to Enlightenment ideas, political change, or social reform movements during the period circa 1750 to 1900. Examples of evidence that are specific and relevant include the following (two examples required): - Declaration of Independence, "Declaration of Rights of Man and Citizen," "Letter from Jamaica" - Philosophers such as Voltaire, Rousseau, John Locke - French Revolution and Atlantic Revolutions - Abolition of slavery - Abolition of serfdom - Socialism, communism, labor union movements - Tanzimat in the Ottoman Empire - Government reforms in Meiji Japan - Educational reforms, public primary education - Achievements of the feminists and suffragists Example of a statement that earns one point for evidence: <i>"The French Revolution abolished the monarchy and replaced it with an elected Chamber of Deputies but later went back to a monarchical government under Napoleon."</i>			
Responses that earn 2 points: - Use at least two specific historical examples to support an argument regarding the extent to which Enlightenment ideas encouraged movements for political change and/or social reform during the period circa 1750 to 1900. Examples that successfully support an argument with evidence: <i>"The anti-slave trade movement in Britain in the early 1800s, as well as the abolitionist movement in the United States later in the century, both drew on Enlightenment ideas of natural rights."</i> [Uses evidence to support an argument about Enlightenment ideas encouraging anti-slavery reform movements] <i>"Socialist movements that arose in the 19th-century Europe used Enlightenment ideas of equality and democracy to demand reforms such as expanded suffrage for the working class and government-provided social welfare for the poor."</i> [Uses evidence to support an argument about Enlightenment ideas being adapted by socialist movements]			
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 (0–2 points)	0 points Does not meet the criteria for one point.	1 point Uses historical reasoning [e.g., comparison, causation, continuity and change] to frame or structure an argument that addresses the prompt.	2 points Demonstrates a complex understanding of the historical development that is the focus of the prompt through sophisticated argumentation and/or effective use of evidence.
Decision Rules and Scoring Notes			
Responses that do not earn points: - May include evidence but offer no reasoning to connect the evidence to an argument. - May assert the use of historical reasoning but does not use it to frame or structure an argument. Examples that do not earn points: Provide evidence but offer no reasoning to connect the evidence to an argument <i>"The French Revolution had several phases."</i>			
Responses that earn 1 point: - Must demonstrate the use of historical reasoning to frame or structure an argument about the extent to which Enlightenment ideas encouraged movements for political change and/or social reform during the period 1750 to 1900. The reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking specificity. Using a historical reasoning process to frame or structure an argument could include: - Explaining how democratic ideas from the Enlightenment inspired colonial subjects in Latin America to rebel against imperial government to gain independence and create new republics. - Explaining how Enlightenment ideas of natural rights and reason inspired women in multiple countries to lead reform movements pushing governments to give women the right to vote. Example of acceptable use of historical reasoning: <i>"The women's suffrage movement was created by women who used Enlightenment ideas of natural</i>			
Responses that earn 2 points: May demonstrate a complex understanding through sophisticated argumentation that is relevant to the prompt. This may be done in a variety of ways, such as: - Explaining multiple themes or perspectives to explore complexity or nuance; OR - Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR - Explaining both cause and effect, both similarity and difference, or both continuity and change; OR - Explaining relevant and insightful connections within and across periods or geographical areas. These connections should clearly relate to an argument that responds to the prompt. May demonstrate a complex understanding through effective use of evidence relevant to an argument that addresses the prompt. This may be done in a variety of ways that might include: - Explaining how multiple pieces of specific and relevant evidence [at least four] support a nuanced or complex argument that responds to the prompt; OR - Using evidence effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt. Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided: - Explaining that although the American Revolution was inspired by Enlightenment ideas of natural rights and democracy, the new nation created by that Revolution still did not grant civil rights to all its people, most significantly women and enslaved people. [Explains nuance by exploring multiple themes or perspectives] - Explaining that both the Latin American revolutions and the Haitian Revolution were inspired by Enlightenment ideas to push for independence from imperial states and for democratic government, but that the Haitian Revolution was much more radical in that it also involved a social revolution of poor, enslaved Black people against rich White landowners, whereas the racial component was less prevalent in the Latin American revolutions, which were mostly led by			

		<i>rights to claim that their exclusion from public life was unjust and to demand the right to political participation.</i>" [Explains a causal connection between Enlightenment ideas and their use by a movement for a political and social change]	European-descended creole elites. [Explains both similarities and differences] Explaining that Enlightenment ideas of individual freedom, democracy, and nationalism spread from Western societies to colonized societies and were often used in the 20th century by anti-colonial independence movements in places such as India. [Explains relevant and insightful connections between periods and 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, Nationalism and Global Conflicts

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, competing political and economic interests along with intense nationalism contributed to global conflicts.

Develop an argument that evaluates the extent to which nationalism was the most important factor contributing to global conflict 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 nationalism was the most important factor contributing to global conflict 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>“Nationalism was the key factor that led to global conflict in the twentieth century.”</i> Provide a historically defensible claim, but do not establish a line of reasoning <i>“Communism and capitalism were opposed to each other.”</i> Provide a claim that is not historically defensible <i>“State competition due to mercantilist ideas drove most conflicts in the twentieth century.”</i>		Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt <i>“While rival ideologies and alliances were big factors in various global conflicts, nationalism was the main culprit for the First World War and the Second World War, as demonstrated by the genocides present in both wars.”</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <i>“While nationalism was certainly an important factor in the global conflicts of the twentieth century, nationalism should be viewed as one of the ideologies causing these conflicts along with communism, fascism, and even some religions.”</i> Establish a line of reasoning <i>“The intense German nationalism of the Nazis was the biggest factor leading to World War II.”</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>“The expansion of competing land empires like the Ottoman and Safavid led to armed conflicts.”</i> Provide a passing phrase or reference <i>“Social Darwinism was an important ideology.”</i>		Responses that earn this point: - Accurately describe a context relevant to nationalism or global conflict during the twentieth century. Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - Growth of modern anti-Semitism, Social Darwinism, and other racial theories - Rise of nationalism and nationalist revolutions in 19th century - Establishment of new nation-states - Enlightenment ideas of liberalism, democracy, independence - Socialism, communism - Fascism, National Socialism - Atlantic Revolutions - Breakdown of multinational empires - Industrialization, global capitalism - Pre-WWI European alliance system 19th century imperialism by European States, U.S., and Japan - World Wars—campaigns, total war, treatment of civilians, peace agreements - Challenges to existing social and political order, including revolutions - Cold War alliance systems, Non-Aligned Movement - Decolonization/colonial independence movements Example of acceptable contextualization: <i>“Social Darwinist ideas of race and competition grew steadily in the late 19th century and became intertwined with nationalism.”</i> <i>“19th-century nationalist movements had led to the creation of new nation-states.”</i> [Minimally acceptable contextualization]
Additional Notes: - The response must describe broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question that are relevant to the topic of the prompt. - To earn this point, the context provided must be more than a phrase or reference.		

Reporting Category	Scoring Criteria		
Row C Evidence (0–2 points)	0 points Does not meet the criteria for one point.	1 point Provides specific examples of at least two pieces of evidence relevant to the topic of the prompt.	2 points Supports an argument in response to the prompt using at least two pieces of specific and relevant evidence.
Decision Rules and Scoring Notes			
Responses that do not earn points: - Identify a single piece of evidence. - Provide evidence that is not relevant to the topic of the prompt. - Provide evidence that is outside the time period or region specified in the prompt. - Repeat information that is specified in the prompt.			
Responses that earn 1 point: Identify at least two specific historical examples relevant to nationalism or global conflict during the twentieth century.			
Examples of evidence that are specific and relevant include the following (two examples required): - Ethnic violence during the World Wars - The Armenian Genocide - Partition of India - Pre-WWI European Alliance system - The Holocaust - Fascism, National Socialism - Communism - Liberalism, democracy - Authoritarianism - Japanese colonialism - Decolonization/colonial independence movements, including Vietnam, Algeria, India, Kenya - NATO, Warsaw Pact, Non-Aligned Movement - Cold War proxy wars, including Korea, Vietnam, Angola - Industrialized modern warfare, including strategic bombing of civilians - Global capitalism and competition for raw materials, markets			
Example of a statement that earns one point for evidence: <i>“The Vietnamese nationalist independence movement initially fought for independence from France and subsequently divided into communist and anti-communist groups led by Ho Chi Minh and the South Vietnamese military leadership based in Saigon, respectively.”</i>			
Responses that earn 2 points: Use at least two specific historical examples to support an argument regarding the extent to which nationalism was the most important factor contributing to global conflict during the twentieth century.			
Examples that successfully support an argument with evidence: <i>“The Armenian genocide by the Ottoman Empire in World War I and the Holocaust by Nazi Germany in World War II are both examples of states being motivated by a xenophobic nationalism as part of global conflict.”</i> [Uses evidence to support an argument about nationalism motivating mass killings during war] <i>“The Korean War and the three-way Angolan war of independence both show that Cold War ideologies of communism vs capitalist democracy influenced global conflict just as much as nationalism did.”</i> [Uses evidence to support an argument about ideology also being a factor in global conflict]			

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 (0–2 points)	0 points Does not meet the criteria for one point.	1 point Uses historical reasoning [e.g., comparison, causation, continuity and change] to frame or structure an argument that addresses the prompt.	2 points Demonstrates a complex understanding of the historical development that is the focus of the prompt through sophisticated argumentation and/or effective use of evidence.
	Decision Rules and Scoring Notes		
	Responses that do not earn points: - May include evidence but offer no reasoning to connect the evidence to an argument. - May assert the use of historical reasoning but does not use it to frame or structure an argument.	Responses that earn 1 point: Must demonstrate the use of historical reasoning to frame or structure an argument about the extent to which nationalism was the most important factor contributing to global conflict 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 <i>“The Viet Minh was a communist and nationalist group that fought in Vietnam.”</i>	Using a historical reasoning process to frame or structure an argument could include: - Explaining that European states, the U.S., and Japan all expanded their empires in the first half of the 20th century, and colonized peoples later embraced nationalism to mobilize revolutions against imperial rule. - Explaining the ultra-nationalist ideas of fascist movements in Italy and Germany that prompted aggression, colonization, and eventually World War II.	Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided: - Explaining that both fascist Italy under Mussolini and Nazi Germany under Hitler were ultra-nationalist which motivated German aggressive expansion and Italy’s imperial ambitions, while the Soviet Union was primarily motivated by a desire to spread communist ideology, yet it appealed to nationalism during World War II mobilization. [Explains similarities and differences] - Explaining how the sense of nationalism that motivated soldiers in World War I to keep fighting for their countries despite the heavy casualties of trench warfare was similar to the sense of patriotism that drove earlier conflicts [for example the French Revolutionary wars or the Italian or German wars of unification in the nineteenth century], but also noting that there were differences because some of the combatants in World War I also used colonial troops from their overseas empires, who were motivated by different considerations and loyalties. [Explains relevant and insightful connections between time periods] - Explaining how nationalism was a factor in several causes of World War I, including its role in militarism and territorial ambitions among European leaders; motivating Serbian nationalists to assassinate Archduke Franz Ferdinand, which triggered the war; and in fueling public support for the war. [Explaining multiple themes or perspectives]
	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.	