

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timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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

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| C | Explain one way the spread of new technologies contributed to increased economic activity in the twentieth century. | 1 point |
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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 Examples of acceptable contextualization: <i>"During the first Industrial Revolution in England, lower class women and children worked in the factories to supplement their families' income."</i> <i>"The Second Industrial Revolution increased the production of consumer goods."</i> [Minimally acceptable contextualization]
	Additional Notes: - The response must describe broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question that are relevant to the topic of the prompt. - To earn this point, the context provided must be more than a phrase or reference.	

Reporting Category	Scoring Criteria		
Row C Evidence from Documents	0 points Does not meet the criteria for one point.	1 point Uses the content of at least three documents to address the topic of the prompt.	2 points Supports an argument in response to the prompt using at least four documents.
(0–2 points)	Decision Rules and Scoring Notes		
	Responses that do not earn points: - Use evidence from less than three of the documents - Misinterpret the content of the document - Quote the content of the documents without providing an accompanying description - Address documents collectively rather than considering separately the content of each document	Responses that earn 1 point: - Accurately describe—rather than simply quote—the content from at least three of the documents to address the topic of 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 (0–1 points)	0 points Does not meet the criteria for one point.	1 point Uses at least one additional piece of specific historical evidence [beyond that found in the documents] relevant to an argument in response to the prompt.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: - Provide evidence that is not relevant to an argument about the prompt. - Provide evidence that is outside the time period or region specified in the prompt. - Repeat information that is specified in the prompt or in any of the documents. - Provide a passing phrase or reference.	Responses that earn this point: - Must use at least one specific piece of historical evidence relevant to 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: <i>"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."</i> [Provides a piece of evidence not in the documents relevant to an argument about the prompt] <i>"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."</i> [Provides a piece of evidence not in the documents relevant to an argument about the prompt]
	Additional Notes: - Typically, statements credited as evidence will be more specific than statements credited as contextualization. - To earn this point, the evidence provided must be different from the evidence used to earn the point for contextualization. - To earn this point, the evidence provided must be more than a phrase or reference. - The point for evidence beyond the documents may be awarded for evidence that appears in any part of the response.	

Reporting Category	Scoring Criteria	
Row D Analysis and Reasoning Sourcing (0–1 points)	0 points Does not meet the criteria for one point.	1 point For at least two documents, explains how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument.
	Decision Rules and Scoring Notes	
Responses that do not earn this point: - Explain sourcing for fewer than two of the documents. - Identify the point of view, purpose, historical situation, and/or audience but fail to explain how or why it is relevant to an argument. - Summarize the content or argument of the document without explaining the relevance of this summary to the point of view, purpose, historical situation, and/or audience. Examples that do not earn this point: Identify the point of view, purpose, historical situation, and/or audience, but do not explain how or why it is relevant to an argument “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 Cornelius 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

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	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 (0–1 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 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 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>		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 (0–2 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 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.

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 • <i>“The plantation system relied on the slave trade.”</i>	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: • <i>“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.”</i> [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. 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>	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 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.		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 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>		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>	
Additional Notes: - Typically, statements credited as evidence will be more specific than statements credited as contextualization. - If a response has a multipart argument, then it can meet the threshold of two pieces of evidence by giving one example for one part of the argument and another example for a different part of the argument, but the total number of examples must still be at least two.		Responses that earn 2 points: - Use at least two specific historical examples to support an argument regarding 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]	

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. 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.		
Responses that earn this point: Accurately describe a context relevant to nationalism or global conflict during the twentieth century.		
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>		
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. Examples that do not earn points: Provide evidence that is outside the time period <i>“States fought conflicts around the globe as they sponsored empires that aimed to spread Christianity and convert indigenous peoples.”</i>	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 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 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. Example of acceptable use of historical reasoning: • <i>“Fascism was ultra-nationalist, expansionist, and viewed war as a positive good, all of which drove Nazi Germany to annex and conquer territories in Europe, starting World War II.”</i> [Indicates a cause/effect related to nationalism and global conflict]	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.		

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 historical development that contributed to the growth of a global economy during the period circa 1800 to 1914. **1 point**

Examples that earn this point include the following:

- One development was European direct imperialism in Africa.
- Industrialization contributed to the growth of a global economy.
- The development of steamships and the use of fossil fuels contributed to the growth of a global economy.
- European indirect imperialism in Latin America brought raw materials back to Europe and allowed European companies to produce cheap finished goods.

- (B)** Explain ONE way governments responded to economic crises or depressions during the period circa 1900 to 1945. **1 point**

Examples that earn this point include the following:

- Bolshevik Russia/the Soviet Union responded to the economic disruption created by its civil war by instituting a planned economy and beginning a forced industrialization program under the Five-Year Plans.
- Some governments, such as the government of the United States, responded to the Great Depression by implementing programs of government-financed public works/infrastructure to increase employment.
- Some governments implemented new business and banking regulations and changed their fiscal policies (for example, by coming off the gold standard) to ease money supply.
- During the Great Depression some nations, like Japan, strove to expand their imperialist territories in order to control more resources.

- Long-lasting economic depression and the perceived inability of democratically elected governments to respond to it directly contributed to the rise to power of fascist governments, for example in Italy and in Germany.

(C) Explain ONE way states changed their economies in response to the shifting global balance of power during the period circa 1945 to 1990. **1 point**

Examples that earn this point include the following:

- Many European and Asian states adopted policies of economic liberalization, partly because of United States influence.
- Some states such as China attempted to industrialize their economies through programs such as the Great Leap Forward in order to compete with Western powers.
- Some developing states in Latin America welcomed Western businesses that focused on extracting resources such as fruit.
- Some states responded by aligning with either capitalist or communist economic policies as a result of the Cold War.

Total for question 4 3 points

Question 1: Document-Based Question, Islamic Social Norms and 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 Muslim women in the Middle East challenged social norms in 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. Examples that do not earn this point: Provide a historically defensible claim, but do not establish a line of reasoning <i>“Muslim women often questioned their position in society.”</i> Establish a line of reasoning, but do not provide a historically defensible claim <i>“Unlike feminists in the West, women in Muslim societies did not have opportunities to express their political views.”</i> Do not focus on the topic of the prompt <i>“Western imperialism often held back the progress of women in Muslim societies.”</i>	Responses that earn this point: Provide a historically defensible thesis or claim that establishes a position on the extent to which women in the Middle East challenged social norms in the period circa 1850 to 1950. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument. Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt <i>“Many women tried to challenge Islamic social norms through appeals to religious scripture and authority.”</i> <i>“Even as some Muslim women fought for legal and political equality, many other women chose to live within the established patriarchal gender norms of their society.”</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <i>“Some Muslim women successfully challenged the many social norms that restricted their rights, including their access to education and employment, legal obstacles to equality with men, and political participation.”</i> Establish a line of reasoning <i>“Many Islamic women challenged male authority in the Middle East.”</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 women challenging social norms in the period circa 1850 to 1950.
	Examples that do not earn this point: Do not provide context relevant to the topic of the prompt: <i>“During the 19th and early 20th centuries, Egypt was ruled by a dynasty established by Muhammad Ali, an Ottoman soldier of Albanian background.”</i> Provide a passing phrase or reference <i>“Sharia law was still applied in many parts of the Middle East.”</i>	Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - Spread of Enlightenment ideas of natural rights - Spread of feminism and women’s suffrage - Collapse of the Ottoman Empire - The spread of the Industrial Revolution - Efforts to modernize by non-Western governments - European imperialism in North Africa and the Middle East - The First and Second World Wars - Onset of the Cold War Examples of acceptable contextualization: <i>“When governments in the Middle East launched reform programs in the nineteenth century this often raised the question of whether women’s roles in Muslim society should also be reformed and modernized.”</i> <i>“Like Western women, women in the Middle East had to overcome a lot of challenges in their struggle against patriarchal social norms.”</i> (Minimally acceptable contextualization)
	Additional Notes: - The response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. - To earn this point, the context provided must be more than a phrase or reference.	

Reporting Category	Scoring Criteria		
Row C Evidence (0-3 points)	Evidence from the Documents		
	0 points Does not meet the criteria for one point.	1 point Uses the content of at least three documents to address the topic of the prompt.	2 points Supports an argument in response to the prompt using at least six documents.
	Decision Rules and Scoring Notes		
	Responses that do not earn points: - Use evidence from less than three of the documents - Misinterpret the content of the document - Quote, without an accompanying description, 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 women challenging social norms in the period 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 4): “The magazine cover displays women protesting in the streets of Cairo holding up flags.”	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 3): “Doria Shafik’s account shows that many Egyptian women continued to observe the expected code of behavior because they believed that it was the only way for a woman to have a secure and honorable life. This reveals that some women did not want to change social norms.” (Connects the contents of the document to an argument about the extent to which women challenged established social norms) (Document 4): “The image demonstrates that conservative Muslim women were willing and able to organize politically and engage in political activism which provides a visual example of social norms being challenged as they are marching alongside the men as equals.” (Connects the content of the document to an argument about the extent to which women challenged established social norms)
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 women in the Middle East challenged social norms in 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: - Specific examples of Enlightenment ideas advancing women's rights or women's equality, such as the writings of Condorcet, Olympe de Gouges, and Mary Wollstonecraft. - Specific examples of feminist movements and feminist-inspired political activism (e.g., the Seneca Falls Convention or the campaign of British suffragettes for giving women the right to vote). - The Ottoman <i>Tanzimat</i> or Hamidian reforms. - Atatürk's reforms in Turkey after the collapse of the Ottoman Empire. - Specific reforms in Egypt under Muhammad Ali's successors. - Events connected to the spread of Western economic imperialism in the Middle East (the Egyptian debt crisis, the construction of the Suez Canal, Ottoman capitulation treaties with Western powers). - The events leading to the establishment of effective British colonial control over Egypt in 1882. - Events leading to the establishment of League of Nation Mandates in the Middle East (Syria, Iraq, Lebanon, Jordan) after the First World War. - Dashed hopes for full independence in the Arab Middle East after the end of the First World War (the Urabi Revolt in Egypt, the French assumption of full control over Syria). - The establishment of the Pahlavi dynasty in Iran and the pro-Western reforms of Reza Shah and Mohammad Reza Shah. Examples of evidence beyond the documents relevant to an argument about the prompt: <i>"Mustafa Kemal Atatürk's determination to eradicate all traces of the legacy of the Ottoman empire led to a number of radical changes for Turkish women, including the ban on women wearing the veil."</i> (Provides a piece of evidence not in the documents relevant to an argument about the prompt) <i>"The spread of Enlightenment or feminist ideas of gender equality, such as those expressed by Condorcet and Mary Wollstonecraft influenced some women in the Middle East to advocate for better access to education and legal equality."</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 4 shows an image that was produced for a French audience." Summarize the content of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience "Document 1 says that women's real beauty comes from knowledge and education, not from decorations and jewelry."	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): "Although the author states that she comes from a conservative background, she comes to realize that challenging social norms by embracing dancing can be a liberating experience." (Connects the point-of-view of the author to an argument about women's attitudes toward the rapidly changing social and gender norms in Turkey during the 1920s.) Example of acceptable explanation of the significance of the author's purpose: (Document 7): "Writing in her memoirs decades later, the author's purpose may have been to emphasize her lifelong dedication to the Muslim Brotherhood and the "calling" of political Islam." (Connects a possible purpose of the document to an argument about women challenging social norms by embracing political activism.) Example of acceptable explanation of the relevance of the historical situation of a source: (Document 1): "Aisha al-Taymuriyya's essay was written at a time when Egyptian society, like many other predominantly Muslim societies, was trying to balance social changes arising from modernization reforms against traditional values." (Connects the historical situation of the document to an argument about social change in the nineteenth-century Middle East and how it affected women's ability to challenge social norms.) Example of acceptable explanation of the relevance of the audience of a source: (Document 2): "Because her audience was mostly Muslim, she makes her case for economic equality using the teachings of Islam." (Connects the intended audience of the document to an argument about how Middle Eastern women were able to challenge established social norms.)

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, a response may explore the way in which variables other than gender (age, class, extent of religious devotion, marital status, etc.) affected Muslim Middle Eastern women's ability or willingness to challenge established social norms during this period. A response may argue that Document 2 shows that class divisions made some women much more likely to challenge gender norms by engaging in economic activities usually seen as "male," that Document 3 demonstrates a generational divide in women's willingness to challenge gender norms, and that Documents 5 and 7 indicate that being married did not prevent Muslim Middle Eastern women from being able to challenge established social norms. (Explains nuance) - Explaining relevant and insightful connections across time and space. For example, a response may outline the similarities and differences between the issues that prompted women to challenge social norms in the period of the prompt with issues that drive women's social and political activism in the Muslim Middle East today. (Explains relevant and insightful connections) - Corroborating multiple perspectives, such as explaining how Middle Eastern Muslim women's challenges to established social norms during this period, as illustrated in the documents, do not follow neatly into dichotomous categories, such as religious vs. secular, conservative vs. liberal, or pro-Western vs. anti-Western. For example, while several documents argue for social change based on the belief in the equality between men and women, Document 7, Document 4, and, to a lesser extent, Document 5, demonstrate that conservative and religious women also embraced political activism and or/were willing to challenge social norms to advance their goals (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. Aisha al-Taymuriyya, “Family Reform Comes Only Through the Education of Girls,” 1889	States that male authorities should use education to further the “improvement and progress” of women. Criticizes society’s “obsession” with female beauty and the reluctance of some husbands to publicly admit that their wives are educated.	- The purpose of the article is to appeal to men in Egyptian society to be more accepting of education for women. (purpose) - Because the essay was published in a conservative newspaper, Aisha al-Taymuriyya frames her appeal for female education in terms that would appeal to a conservative audience—female education would benefit “the refinement of families,” the exemplary educated woman is nonetheless still a devoted wife and household manager, focusing on beauty and decorations “casts . . . girls into a pit of evil,” etc. (audience) - The essay was written at a time when Egyptian society, like many other predominantly Muslim societies, was trying to balance social changes arising from modernization reforms against traditional values. (historical situation)
2. Zaynab Fawwaz, “Fair and Equal Treatment,” 1891	Argues that there is nothing in Muslim religious or legal teachings or in the historical experiences of Muslim societies that would support or justify keeping women barred from any line of work or profession. Cites the example of poor women in Egyptian cities, who are forced to work in occupations usually considered male, yet the women excel in all these occupations, proving that they are the equals of men.	- The purpose of the essay is to argue for complete gender equality in the workplace through both historical and contemporary examples that show that women in Muslim society have been performing the same work as men. (purpose) - The specific reference in the second paragraph to “the poor women of Cairo and Alexandria” who are forced by economic need to work alongside men suggests that social class played an important part in the day-to-day experiences of Muslim women. (historical situation) - Because the author published her essay in an Egyptian newspaper, she was probably aware that her audience would mostly consist of people who firmly believe in the teachings of Islam. So she makes her case for economic equality by showing that there is no basis in Muslim law for denying women the right to work in any profession. (audience)
3. Doria Shafik, memoir describing events during her childhood, circa 1915	Describes an incident in which a female acquaintance of the author who learned that her husband was about to take a second wife declared that she wanted to divorce the husband. In response, other women in the room, and especially the author’s grandmother, defended polygamy and urged the woman to “forget” the idea of divorce and to, instead, “fight to retain [her] husband’s love.”	- As the author is described as an Egyptian feminist and as her memoir was written almost fifty years after the events she describes, it may be inferred that the author’s purpose in describing the scene was to recall how traditional and patriarchal Egyptian gender norms were in the early twentieth century. (POV, purpose) - The incident illustrates that Muslim women could legally ask for divorce under Islamic law but also that, in the context of Egyptian society circa 1915, to do so was seen as a major challenge to established social norms. (historical situation) - The incident illustrates the emergence of generational divides in the extent to which Muslim women were willing to challenge social norms in trying to assert their rights. (historical situation)

4. Women's demonstration in Cairo, cover of a French magazine, 1922	The magazine cover shows a street procession led by Egyptian men, but with a group of Egyptian women (carrying Muslim star-and-crescent flags) following the men in the background. Both the men and women are wearing traditional Muslim dress, with the women's faces covered. In the background, a group of British soldiers on horseback are observing the demonstration.	- The general context of the demonstration is the imposition of de facto British colonial control over Egypt. More specific context may include the 1919 Egyptian revolution against British rule and the subsequent political instability that led to the formal declaration of Egyptian independence but with continued heavy British presence in the country. (historical situation) - Since the image appears in a French magazine, addressed presumably to a largely European audience, the portrayal of the demonstrators (particularly the exaggerated angry expressions on the faces of the men) likely reflects contemporary European stereotypes of Muslims. (POV, audience) - Even though in the image the women are shown as marching behind men, their very presence at a political demonstration, as well as the magazine's description of the event as being organized by "the women of Cairo" shows that Egyptian women were becoming involved in political activism at the time. (historical situation)
5. Anonymous Turkish woman, interview on the popularity of ballroom dancing, 1924	The author, a married woman self-described as "conservative," narrates the events that led her to embrace the "dance craze" that took over the Istanbul social scene. The author took dance lessons and attended dance parties originally because of social pressure from her more "modern" friends. The author was put off by her husband's "rude" behavior at the dance parties and by his displeasure at seeing her dance with other men.	- The popularity of dancing and the social pressure to adopt "modern" behaviors described in the document reflect the rapid Westernization and de-Islamicization of Turkish society in the 1920 as a result of Mustafa Kemal Atatürk's policies. (historical situation) - Although the author states that she comes from a conservative background, she comes to realize that challenging social norms by embracing dancing can be a liberating experience. (POV) - Based on the subject of the article, the journal title, and the fact that the interviewee was a woman, it can be inferred that the <i>Illustrated Monthly</i> was an example of a publication that focused on social commentary and entertainment and targeted, at least in part, a female audience. (audience)
6. Eastern Women's Congress, resolution, 1932	The resolution, adopted by an international congress of Muslim women held in Iran, includes demands for equality, such as support for women's right to vote and hold political office, compulsory education for girls, the principle of equal pay for equal work, and welfare measures that would benefit women (government-run kindergartens, playgrounds, etc.). The resolution also includes calls for "improving the morals of Eastern men," banning alcohol, narcotics, and polygamy, and hiring female police officers.	- The purpose of the resolution is to provide a concise summary of the policy positions adopted by the delegates of the Eastern Women's Congress. (purpose) - While some of the provisions listed in the resolution show that Muslim women reformers shared the main goals of contemporary Western feminists (e.g., equal access to voting right and political office, access to education, equality in the workplace, childcare-targeted welfare measures), other provisions reflect challenges unique to women in Muslim society (e.g., the proposed ban on polygamy, alcohol, and drugs, and the support for measures to "improve the morals of Eastern men"). (POV, audience) - The convening of an international summit of Muslim women in Iran in early 1932, as well as the patronage of the event by an Iranian princess, likely reflects the extensive modernization program launched under Reza Shah Pahlavi, the first monarch of the new Pahlavi dynasty. (historical situation)

7. Zaynab al-Ghazali, memoir, 1940s	The author describes how she advised her soon-to-be-husband that she has pledged her allegiance to the cause of the Muslim Brotherhood and that that “calling” would take precedence in her life over her duties in the marriage. Should the calling require it, the author asks her future husband not to block her from pursuing the calling but to accept that the marriage would effectively end because of her higher duty to her political activism. While affirming that, in most things, she would be duty-bound to obey her husband, the author informs him that the calling is an exception because “God is greater than us and our marriage.”	- Even though the author is a deeply religious woman who is content in principle to accept patriarchal social norms, she is also driven primarily by her calling to support the Muslim Brotherhood and participate in the political activism designed to lead to the establishment of an Islamic state. The author explicitly states that if her political activism should conflict with her duties as an obedient wife, she would end her marriage. (POV) - Since the passage was part of the author’s memoirs, published decades after the events it describes, the author’s purpose may have been at least in part to emphasize her early and unwavering dedication to the Muslim Brotherhood and the “calling” of political Islam. (purpose) - The document reflects the rise of political Islam (Islamic fundamentalism) during the interwar period. The rise of political Islam was largely driven by popular discontent with widespread corruption, undemocratic political systems, and the perceived pro-Western and pro-secular outlook of many leaders of independent Middle Eastern countries established after the first World War (in Egypt’s case, King Farouk and his government). (historical situation)
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Question 2: Long Essay Question, Cross-Cultural Interactions, Trade, and/or Exploration**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.

Global cross-cultural interactions, including the transfer of knowledge, scientific learning, and technological developments, increased throughout the period 1200 to 1750.

Develop an argument that evaluates the extent to which ongoing cross-cultural interactions affected trade and/or exploration during the period circa 1450 to 1750.

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 ongoing cross-cultural interactions affected trade and/or exploration 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>“Empires facilitated cross-cultural interactions by continuously attempting to expand their territories.”</i> Provide a historically defensible claim, but do not establish a line of reasoning <i>“Cross-cultural interactions increased trade between people.”</i> Provide a claim that is not historically defensible <i>“European exploration in the Americas led to increased trade, but there was very little interaction between Europeans and indigenous Amerindians.”</i>	Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt <i>“European long-distance merchants were successful because they adopted and built upon navigational and commercial knowledge from African and Asian traders.”</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <i>“European exploration relied on navigational knowledge, technology, and local geographical knowledge from Muslim and Asian sources.”</i> Establish a line of reasoning <i>“Europeans’ desire to spread Christianity led them to discover many regions previously unknown to them.”</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 cross-cultural interactions and/or trade during the period circa 1450 to 1750.
	Examples that do not earn this point: <i>"The Mongol conquests contributed to cross-cultural exchange in many parts of the world."</i> <i>"The period from 1450 to 1750 is often called the Age of Exploration."</i>	Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - Trade networks in the Indian Ocean, Silk Roads, and Trans-Saharan trade - Chinese technological innovations, such as the compass or gunpowder - Indian scientific and mathematical knowledge - The sciences of the Arab Golden Age, such as mathematics, Greek scholarship, cartography, history - The Crusades - Christian conquests in the Iberian Peninsula - Italian merchants and travelers along the Silk Roads and in the Mediterranean region - The Renaissance - European trading posts - Knowledge of current and wind patterns (monsoon winds) and trade practices in the Indian Ocean - Commercial rivalries between various European states and between European and non-European states (e.g., European-Ottoman and European-Mughal interactions) Example of acceptable contextualization: <i>"European interactions with West African societies increased significantly during the 15th century as European states and merchants heard of the vast wealth of African empires such as Mali."</i> <i>"Even before the arrival of the Europeans, local and regional trade networks flourished in many parts of Afro-Eurasia."</i> (Minimally accepted 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>"In some cases, cross-cultural interactions led to religious conflict."</i>	Responses that earn 1 point: Identify at least two specific historical examples relevant to cross-cultural interactions and/or trade or exploration during the period circa 1450 to 1750. Examples of evidence that are specific and relevant include the following (two examples required): - Specific information about existing trade routes, such as gold and salt trade across the Sahara - Navigational technologies, such as the compass, astrolabe, and cartography - Shipbuilding techniques and technologies, such as deep-water keels or lateen sails - Columbian Exchange - Atlantic slave trade - European explorers and conquerors, such as Columbus, Da Gama, or Cortez - Henry the Navigator and early Portuguese exploration - Christian-Muslim rivalries - European trading posts in the Indian Ocean - Europeans traded silver with China - Japan and China continued to trade with one another - Muslim religious tolerance - Religious enclaves in Europe and the Middle East Example of a statement that earns 1 point for evidence: <i>"European transoceanic exploration relied on technologies such as the compass and the astrolabe."</i>	Responses that earn 2 points: Use at least two specific historical examples to support an argument regarding whether ongoing cross-cultural interactions affected trade and/or exploration during the period circa 1450 to 1750. Examples that successfully support an argument with evidence: <i>"Cross-cultural interactions and conflicts were frequently the primary motivation for exploration. For example, Ottoman exploration in the Indian Ocean was driven primarily by conflicts and trade between the Ottomans and European states and merchants, which was similar to how European conflicts and interactions with West Africans led to exploration to the Americas."</i> (Uses multiple, specific pieces of evidence to support the argument that cross-cultural interactions were the primary motivation for exploration) <i>"Europeans used Muslim geographical knowledge to help navigate in the Indian Ocean. They also used the compass, which originated in China, to help navigate across oceans. These two developments demonstrate that cross-cultural interactions were critical to exploration."</i> (Uses multiple, specific pieces of evidence to support the argument that cross-cultural interactions were critical to exploration)
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, discussion of Christian-Muslim rivalries in the Mediterranean; the establishment of religious enclaves in Europe and the Middle East.)			

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 how ongoing cross-cultural interactions affected trade and/or exploration during the period circa 1450 to 1750.	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>“European rulers such as Henry the Navigator of Portugal encouraged maritime trade and exploration.”</i>	Using a historical thinking skill to frame or structure an argument could include: - Explaining how the establishment of trading-post empires in Africa and Asia encouraged cross-cultural interactions and exploration - Explaining how interactions between Muslims and Christians in the Mediterranean region led to increased trade and contact between Europe and Africa - Explaining how the ongoing settlement of Chinese merchants in Southeast Asia facilitated cultural interactions and trade - Explaining how mercantilism led to European overseas expansion, which resulted in increased cross-cultural interactions Example of acceptable use of historical reasoning: <i>“Some states, such as the Ming dynasty, regulated cross-cultural interactions between merchant groups in order to control trade. These policies often led to a lower volume of overall trade than if such policies had not existed.”</i> (Provides a development that establishes a connection between cross-cultural interactions and trade)	Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided: - Explaining the nuance of an issue by illustrating how cross-cultural interactions between Europe and the Muslim world facilitated early European exploration, but also how European exploration led to increasing cross-cultural interactions with other groups, including Amerindian, African, or Asian societies. (Explains nuance, considers both causes and effects, and qualifies an argument) - Explaining relevant and insightful connections across time and space, such as demonstrating that cultural interactions between Christians and Muslims in the Mediterranean that began in earlier historical periods continued into later periods and would affect trade in the Indian Ocean and Atlantic regions. (Explains relevant and insightful connections) - Qualifying an argument by demonstrating that although cross-cultural interactions in the Indian Ocean region led to increased trade between various groups, it was trade that often brought these groups into contact with each other in the first place. (Qualifies an argument) - Corroborating an argument by demonstrating how Ottoman exploration in the Indian Ocean in the sixteenth century was made possible by ongoing interactions with Arab and Persian communities in the region and how exploration led to further interactions. (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, Enlightenment Ideas and Revolutions**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 1750 to 1900, revolutions and independence movements such as the American Revolution, the French Revolution, the Haitian Revolution, and Latin American independence movements occurred around the world.

Develop an argument that evaluates the extent to which Enlightenment ideas were the primary cause of one of the revolutions or independence movements (other than the American Revolution) from 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 were the primary cause of one of the revolutions or independence movements (other than the American Revolution) from the period circa 1750 to 1900. 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>"Rivalries between European powers frequently led to conflict in the Americas."</i> Provide a historically defensible claim, but do not establish a line of reasoning <i>"In the 18th and 19th centuries, a variety of political, economic, and cultural developments led to independence movements."</i> Provide a claim that is not historically defensible <i>"Although Enlightenment ideas were one factor that led to independence movements, industrialization was the primary factor that led to independence movements in the period circa 1750 to 1900."</i>	Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt <i>"The Latin American independence movements were mostly motivated by economic concerns, not the Enlightenment."</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <i>"Enlightenment ideas about natural rights and popular sovereignty inspired both the Latin American independence movements and the French Revolution."</i> Establish a line of reasoning <i>"The Haitian Revolution was inspired by the Enlightenment."</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 Enlightenment ideas or the French, Haitian, or Latin American revolutions, or independence movements.
	Examples that do not earn this point: <i>"The Atlantic slave trade facilitated cultural change in the Americas."</i> <i>"Joint-stock companies, such as the British and Dutch East India companies, helped create a truly global trade network."</i>	Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - Specific information about Enlightenment thought - The American Revolution - The plantation system - The Atlantic slave trade - Pre-conditions of the Enlightenment, such as the Scientific Revolution or the Protestant Reformation - European colonization of the Americas - Syncretic religious movements <i>Casta</i> system - Competition between European "Great Powers" - The Napoleonic Wars - Nationalism - National unification movements - Joint-stock companies Example of acceptable contextualization: <i>"During this time period there was the Trans-Atlantic slave trade that brought people to the Americas from Africa. Due to this forced labor, many people wanted freedom and started a successful revolution."</i> <i>"The Napoleonic Wars spread French revolutionary ideas and contributed to the rise of nationalist movements across Europe and beyond."</i> <i>"Enlightenment thinkers opposed absolute monarchy, and Enlightenment ideas spread widely." (Minimally accepted contextualization)</i>
	Additional Notes: - The response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. - To earn this point, the context provided must be more than a phrase or reference.	

Reporting Category	Scoring Criteria		
Row C Evidence	0 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.
(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 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: "Before the Napoleonic Wars, the British and French had fought conflicts in the Americas and in India in the mid-18th century."	Responses that earn 1 point: <u>Identify at least two specific historical examples</u> relevant to Enlightenment ideas, French, Haitian, or Latin American revolutions, or independence movements. Examples of evidence that are specific and relevant include the following (two examples required): - Specific famous texts inspired by Enlightenment ideas, such as the <i>Declaration of the Rights of Man and Citizen</i> or the <i>Letter from Jamaica</i> - Abolition of slavery - Enlightened ideas, such as inalienable rights, social contract theory - Enlightened thinkers, such as John Locke, Jean-Jacques Rousseau - Specific details about the Haitian Revolution, such as Toussaint L'Ouverture, mistreatment of enslaved persons, or syncretic religious traditions - Specific details about Latin American revolutions, such as conflict between Creoles and Peninsulares - Specific details about the French Revolution, such as the Tennis Court Oath - Specific imperial conflicts, such as between France and Great Britain - Simón Bolívar - Industrialization connected to labor/social reform - Anti-monarchism - Anti-mercantilism - Revolutions of 1848 - Balkan independence movements - Philippine independence movement Note: Just mentioning the French, Haitian, American or Latin American Revolutions would not earn this point. Example of a statement that earns 1 point for evidence: "The <i>Letter from Jamaica</i> and the <i>Declaration of the Rights of Man and Citizen</i> supported natural rights."	Responses that earn 2 points: <u>Use at least two specific historical examples</u> to support an argument regarding Enlightenment ideas and the revolutions or independence movements (other than the American Revolution) from the period circa 1750 to 1900. Examples that successfully support an argument with evidence: "Although Haitian leaders were inspired by Enlightenment thinkers such as Montesquieu and Jefferson, slavery was the primary cause, and its abolition the primary goal, of the Haitian Revolution." (Uses multiple, specific pieces of evidence to support the argument that Enlightenment ideas were not the primary cause of the Haitian Revolution) "The statements made in the <i>Declaration of the Rights of Man</i> show that Enlightenment ideas were the primary cause of the outbreak of the French Revolution. In addition, revolutionary institutions such as the National Assembly reflected the influence of Enlightenment ideas." (Uses multiple, specific pieces of evidence to support the argument that Enlightenment ideas were the primary cause of the French Revolution)
	Additional Notes: - Typically, statements credited as evidence will be more specific than statements credited as contextualization. - If a response has a multipart argument, then it can meet the threshold of two pieces of evidence by giving one example for one part of the argument and another example for different part of the argument, but the total number of examples must still be at least two. (For example, discussion of Creole support for Bolívar; discussion of clerical opposition to the French Revolution.)		

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 how Enlightenment ideas inspired revolutions or independence movements (other than the American Revolution) from the period circa 1750 to 1900.	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>"Many nationalist movements emerged in Asia."</i>	Using a historical thinking skill to frame or structure an argument could include: - Explaining how Enlightenment ideas influenced Latin American revolutionaries - Explaining how nationalist movements in Asia were affected by Enlightenment ideas - Explaining how Enlightenment ideas combined with political and economic grievances to trigger revolutions or independence movements Example of acceptable use of historical reasoning: <i>"Many Creoles in Latin America were inspired by Enlightenment ideas to support Simón Bolívar against Spain, but they also saw independence as an opportunity to protect and improve their economic interests and situation."</i> (Establishes a development that contributed to independence movements in Latin America.)	Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided: - Explaining the nuance of an issue by demonstrating that Enlightenment ideas may have been the primary factors that led to most revolutions and independence movements in the period 1750–1900, but political, economic, and cultural factors often were more important in many cases. (Explains nuance and qualifies an argument) - Explaining relevant and insightful connections across time and space, such as demonstrating how precursors to Enlightenment ideas of personal liberty and limited governmental power could be found in medieval and Renaissance Europe, among other places. (Explains relevant and insightful connections) - Qualifying an argument by demonstrating that although Enlightenment ideas were often the cause of revolutions or independence movements, other factors, such as ethnic separatism, quickly became the primary motivating factors. (Qualifies an argument) - Corroborating an argument by demonstrating that Enlightenment ideas were the primary cause of different types of revolutionary movements, such as Bolívar's revolt against Spain and Polish and Greek revolts against imperial powers. (Corroborates an argument by considering diverse views or evidence.)
Additional Notes: This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.			

Question 4: Long Essay Question, 20th Century Ideologies and Revolutions**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 twentieth century, revolutionary movements were inspired by a variety of ideologies, including communism, nationalism, and/or religious ideas.

Develop an argument that evaluates the extent to which a twentieth-century revolutionary movement was inspired by one of these ideologies.

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 twentieth-century revolutionary movement was inspired by communism, nationalism, and/or religious ideas. 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 Cold War was the result of ideological tensions between communist and capitalist countries.”</i> Only restate or rephrase the prompt <i>“Many revolutionary movements in the 20th century were inspired by communism.”</i> Provide a claim that is not historically defensible <i>“Most 20th-century revolutionary movements were inspired by the desire to have a free-market economy.”</i>	Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt <i>“Vietnam’s independence movement was inspired by communist ideas, because communist states such as the Soviet Union and China were vocal opponents of imperialism.”</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <i>“Protest movements against Soviet rule in Eastern Europe were motivated both by ideologies such as nationalism and anti-communism, and by non-ideological factors such as economic difficulties and lack of consumer goods.”</i> Establish a line of reasoning <i>“The Iranian Revolution of 1979 was primarily inspired by religion.”</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 a 20th-century revolutionary movement and its ideological inspiration.
	Examples that do not earn this point: <i>"The Cold War lasted for most of the second half of the 20th century."</i> <i>"The Second World War was the most destructive conflict in human history."</i>	Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - Western imperialism, including economic imperialism or neo-imperialism - Scramble for Africa - Decolonization - World War I and World War II - Great Depression - Marxism - Cold War - Cold War alliances, such as NATO or the Warsaw Pact - The growth of political Islam - The Non-Aligned Movement - Religiously inspired nationalism, such as Hindu nationalism or Zionism Example of acceptable contextualization: <i>"Although Marxism emerged in the 19th century, its revolutionary ideals inspired many revolutions in the 20th century."</i> <i>"Revolutionary movements usually had to pick sides in the Cold War."</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>“The French Revolution was primarily motivated by Enlightenment ideas and nationalism and led to the development of the nation-state.”</i>			
Responses that earn 1 point: <u>Identify at least two specific historical examples</u> relevant to a 20th-century revolutionary movement and its ideological inspiration. Examples of evidence that are specific and relevant include the following (two examples required): - Specific communist leaders, such as Fidel Castro, Joseph Stalin, Mao Zedong, or Ho Chi Minh - Fascist movements in Italy and Nazism in Germany - The Korean War - The Vietnam Wars/ Indochina Wars - Indigenous resistance to European imperialism in Africa, such as the Mau Mau or Herero Revolt - Wars of independence in Africa, such as the Algerian War - Socialist-inspired decolonization movements, such as in the Belgian Congo - Anti-imperialist nationalism movements, such as the Gandhi salt marches - The Khmer Rouge - Specific information about major revolutions, such as the Iranian Revolution in 1979 - Nationalist-inspired terrorist activity, such as the IRA - Peaceful nationalist independence movements, such as in the Philippines Example of a statement that earns 1 point for evidence: <i>“In India, Gandhi challenged British rule, as seen in his salt marches and homespun cloth campaigns.”</i>			
Responses that earn 2 points: <u>Use at least two specific historical examples</u> to support an argument regarding a 20th-century revolutionary movement and its ideological inspiration. Examples that successfully support an argument with evidence: <i>“Although nationalism sparked revolutions in places like Northern Ireland, socialism was arguably the ideology that fostered the most revolutions, leading to wars in places like Vietnam, Korea, and Angola.”</i> (Uses multiple, specific pieces of evidence to support the argument that socialism was the ideology that led to the most revolutions in the twentieth century) <i>“Most revolutions in the twentieth century were informed by multiple ideologies. For example, Ho Chi Minh and his Vietnamese forces were inspired by both nationalism and communism, while Algeria’s independence movement was inspired by nationalism, communism, and Islam.”</i> (Uses multiple, specific pieces of evidence to support the argument that 20th-century revolutions were inspired by multiple ideologies)			
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, discussion of Western support for the Shah of Iran; discussion of Soviet support for communist movements in East Asia.)			

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 Iranian Revolution was led by the Ayatollah Khomeini.”</i>	Responses that earn 1 point: Must demonstrate the use of historical reasoning to explain how a 20th-century revolutionary movement was inspired by communism, nationalism, and/or religious ideas. Using a historical thinking skill to frame or structure an argument could include: - Explaining how ideologies such as socialism inspired decolonization movements in Africa and Asia - Explaining how ideological movements became popular in response to political and economic crises and led to revolutions, such as during the Russian Revolution - Explaining how and why ethnic and religious nationalism led to revolutionary movements after the conclusion of major conflicts, such as after the World Wars and following the end of the Cold War Example of acceptable use of historical reasoning: <i>“People were often attracted to socialist ideologies and supported socialist-inspired revolutionary movements in places like Peru and Angola because of poverty and a sense that their governments were unjust puppets of great powers.”</i> (Establishes a development that contributed to the emergence of socialist revolutionary movements)	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 that revolutions were often inspired by multiple ideological movements, as in Vietnam, Cambodia, etc. (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 ideologies became more important to inspiring revolutions in the 19th and 20th centuries than they were in previous historical periods (Explains relevant and insightful connections) - Qualifying an argument by demonstrating that although nationalism was a major source of revolutions in the 20th century, it often took different forms, such as ethnic nationalism or religious nationalism. (Qualifies an argument) - Corroborating an argument by illustrating how Western education helped prepare individuals like Ho Chi Minh and Gandhi to lead nationalist revolutions against Western powers through an emphasis on concepts of natural rights, consent by the governed, or national self-determination. (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.			