

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

- Each point is earned independently.
- **Accuracy:** These scoring guidelines require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity:** Exam responses should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.
- **Describe:** Provide the relevant characteristics of a specified topic. Description requires more than simply mentioning an isolated term.
- **Explain:** Provide information about how or why a historical development or process occurs or how or why a relationship exists.

- A** Identify one argument the author makes regarding tea production in the late nineteenth and early twentieth centuries. **1 point**

Examples of acceptable responses may include the following:

- The cost of production in India fell compared to the cost in China.
- China was “dethroned” by India as the primary supplier of tea for England.
- The Chinese tea farmers were devastated due to the rise of the Indian tea industry.

- B** Describe one likely reason for the change in tea imports to Britain, as outlined by the author. **1 point**

Examples of acceptable responses may include the following:

- Britain’s colonization of India allowed it to expand tea production through plantations.
- One likely reason for the change in tea imports to Britain was because production costs in India were significantly lower than in China, making the Indian tea industry much more appealing to the British.
- Transportation costs from India to Britain were likely lower than transportation costs from China to Britain because of the shorter geographical distance.

- C** Explain how one additional piece of evidence, not included in the passage, would support the author’s claim that China “descended into a chaotic period” in the nineteenth and early twentieth centuries. **1 point**

Examples of acceptable responses may include the following:

- The 1900–1901 Boxer Rebellion against foreigners and the subsequent foreign intervention in China resulted in longer-term disorder and significant loss of life.

- The Opium Wars launched China’s “Century of Humiliation”, forcing China to sign a series of unequal treaties which destabilized the imperial dynasty.
- The Revolution of 1911 forcibly ended the rule of the Qing Dynasty and started a prolonged period of political fragmentation, warlordism, and military conflicts within China.
- The Chinese Civil War between the KMT and CCP was a bitter, decades-long conflict, exacerbated by Japanese intervention, which eventually became a full-scale Japanese invasion of China.

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.	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 do not earn this point: Provide a historically defensible claim, but do not establish a line of reasoning "Muslim women often questioned their position in society." Establish a line of reasoning, but do not provide a historically defensible claim "Unlike feminists in the West, women in Muslim societies did not have opportunities to express their political views." Do not focus on the topic of the prompt "Western imperialism often held back the progress of women in Muslim societies."	Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt "Many women tried to challenge Islamic social norms through appeals to religious scripture and authority." "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." Establish a line of reasoning that evaluates the topic of the prompt with analytic categories "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." Establish a line of reasoning "Many Islamic women challenged male authority in the Middle East." (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: "During the 19th and early 20th centuries, Egypt was ruled by a dynasty established by Muhammad Ali, an Ottoman soldier of Albanian background." Provide a passing phrase or reference "Sharia law was still applied in many parts of the Middle East."	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: "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." "Like Western women, women in the Middle East had to overcome a lot of challenges in their struggle against patriarchal social norms." (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): <i>“The magazine cover displays women protesting in the streets of Cairo holding up flags.”</i>	Responses that earn 2 points: Support an argument in response to the prompt by accurately using the content of at least six documents. Examples of supporting an argument using the content of a document: (Document 3): <i>“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.”</i> (Connects the contents of the document to an argument about the extent to which women challenged established social norms) (Document 4): <i>“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.”</i> (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 Must use 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 "Empires facilitated cross-cultural interactions by continuously attempting to expand their territories." Provide a historically defensible claim, but do not establish a line of reasoning "Cross-cultural interactions increased trade between people." Provide a claim that is not historically defensible "European exploration in the Americas led to increased trade, but there was very little interaction between Europeans and indigenous Amerindians."	Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt "European long-distance merchants were successful because they adapted and built upon navigational and commercial knowledge from African and Asian traders." Establish a line of reasoning that evaluates the topic of the prompt with analytic categories "European exploration relied on navigational knowledge, technology, and local geographical knowledge from Muslim and Asian sources." Establish a line of reasoning "Europeans' desire to spread Christianity led them to discover many regions previously unknown to them." (Minimally acceptable thesis/claim)
	Additional Notes: - The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs). - The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period.	

Reporting Category	Scoring Criteria	
Row B Contextualization (0-1 points)	0 points Does not meet the criteria for one point.	1 point Describes a broader historical context relevant to the prompt.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: - Provide an overgeneralized statement about the time period referenced in the prompt. - Provide context that is not relevant to the prompt. - Provide a passing phrase or reference. Examples that do not earn this point: "The Mongol conquests contributed to cross-cultural exchange in many parts of the world." "The period from 1450 to 1750 is often called the Age of Exploration."	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 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: "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." "Even before the arrival of the Europeans, local and regional trade networks flourished in many parts of Afro-Eurasia." (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: "In some cases, cross-cultural interactions led to religious conflict."			
Responses that earn 1 point: <u>Identify at least two specific historical examples</u> 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: "European transoceanic exploration relied on technologies such as the compass and the astrolabe."			
Responses that earn 2 points: <u>Use at least two specific historical examples</u> 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: "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." (Uses multiple, specific pieces of evidence to support the argument that cross-cultural interactions were the primary motivation for exploration) "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." (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. Examples that do not earn points: Provide evidence but offer no reasoning to connect the evidence to an argument: "European rulers such as Henry the Navigator of Portugal encouraged maritime trade and exploration."			
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. 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: "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." (Provides a development that establishes a connection between cross-cultural interactions and trade)			
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 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 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.
(0-1 points)	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 points Does not meet the criteria for one point.	1 point Describes a broader historical context relevant to the prompt.
(0-1 points)	Decision Rules and Scoring Notes	
	Responses that do not earn this point: - Provide an overgeneralized statement about the time period referenced in the prompt. - Provide context that is not relevant to the prompt. - Provide a passing phrase or reference. Examples that do not earn this point: <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>	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 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.”</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 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: <i>“Before the Napoleonic Wars, the British and French had fought conflicts in the Americas and in India in the mid-18th century.”</i>	Responses that earn 1 point: Identify at least two specific historical examples 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: <i>“The Letter from Jamaica and the Declaration of the Rights of Man and Citizen supported natural rights.”</i>	Responses that earn 2 points: Use at least two specific historical examples 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: <i>“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.”</i> (Uses multiple, specific pieces of evidence to support the argument that Enlightenment ideas were not the primary cause of the Haitian Revolution) <i>“The statements made in the Declaration of the Rights of Man 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.”</i> (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. Examples that do not earn points: Provide evidence but offer no reasoning to connect the evidence to an argument: "Many nationalist movements emerged in Asia."	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. 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: "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." (Establishes a development that contributed to independence movements in Latin America.)	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 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 (0-1 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 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: Identify <u>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 nationalist 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: Use <u>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.			