2025

AP® European History

Scoring Guidelines
Set 2

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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timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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 Describe the main argument made by the historian in the excerpt. **1 point**

Examples of acceptable responses may include the following:

- The invention of the department store in 1800s France offered new roles for women.
- Department stores catered to a wider array of customers than traditional shops and introduced more people to consumerism.
- Department stores invented new techniques of selling merchandise.

B Describe a relevant historical context for the development discussed in the excerpt. **1 point**

Examples of acceptable responses may include the following:

- Paris and other cities were growing rapidly at the time and were increasingly able to support large retail stores.
- Increasing wages of working-class and middle-class French people created more demand for a wider variety of goods.
- The expansion of industry during the Second Industrial Revolution allowed for the production of a wider variety of consumer goods.
- Europeans expanded their colonial empires in search of raw materials for manufacturing and new markets for their manufactured goods.
- Women in the middle classes did not typically work outside the home in the mid-1800s and the Cult of Domesticity encouraged them to spend their time shopping and maintaining their home.
- Women in the lower classes frequently did work outside the home and department stores became a place where they sought employment.

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C	Explain one way that the development discussed in the excerpt affected European society.	**1 point**

Examples of acceptable responses may include the following:

- Women's negative experiences in the workforce encouraged the political movement for women to obtain greater rights and economic opportunities.
- The expansion of consumer goods marketed to women led to an even greater demand for such goods, particularly labor-saving devices for the home.
- Women gained new job opportunities since large department stores and other services needed lots of cheap labor as clerks and salespeople, eventually leading to other opportunities for women in management.
- Middle-class women were encouraged to consume more and spend more since department stores and other consumer institutions depended on a large volume of sales and expected continued growth.
- In the long term, the aggressive tactics of large retailers led to critiques of and a reaction against excessive consumerism, including the emergence of green parties.

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Question 2: Short Answer Primary Source — 3 points

General Scoring Notes

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

A Describe a likely purpose of the cartoon. **1 point**

Examples of acceptable responses may include the following:

- To show how Protestants were being persecuted by the Catholic government in France.
- To argue that forced conversion of Protestants to Catholicism was wrong.
- To attack Louis XIV's religious policies that persecuted Protestants**.**
- To warn French Protestants about the actions of Louis XIV.
- To show religious intolerance and/or inequality in France.

B Describe a relevant religious context for the cartoon. **1 point**

Examples of acceptable responses may include the following:

- Hostilities between Catholics and Protestants continued even after the end of the Wars of Religion in France.
- France had a large Protestant minority as a result of the Edict of Nantes.
- France was a majority Catholic country with a Catholic monarchy.
- Most European monarchs considered it their right to promote an official national church.
- Consequences of the revocation of the Edict of Nantes on France.

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C	Explain one way that the development of the French monarchy in the 1600s led to the type of actions depicted in the cartoon. **Examples of acceptable responses may include the following:** • Louis XIV sought to strengthen and centralize the French monarchy and saw Protestants as a threat to his absolute rule over France. • The theory of absolutism and divine right of kings, which flourished under Louis XIV, held that the king had the right to govern his subjects' religious affairs. • Louis XIV was engaged in a series of wars with Protestant powers [e.g., England, the Netherlands] and saw French Protestants as potentially disloyal, and this led him to oppress the Huguenots through forced conversion or exile.	**1 point**

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Question 3: 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 Describe one significant cultural characteristic of the Italian Renaissance. **1 point**

Examples of acceptable responses may include the following:

- Artists and writers of the Renaissance frequently used classical Greek and Roman ideas, models, and images for their work.
- The Italian Renaissance stressed the value of individual excellence and achievement.
- Renaissance artists revived and improved techniques such as geometric perspective and lifelike sculpture.
- Renaissance writers and artists often set themselves in opposition to earlier medieval ideas and techniques.

B Describe one political or economic factor that facilitated the Italian Renaissance. **1 point**

Examples of acceptable responses may include the following:

- Italy was fragmented into several city-states whose rulers often competed to support the arts.
- Italy was gaining wealth from trade and manufacturing and some of that wealth was devoted to creating art.
- Wealthy Italian families sponsored and patronized the arts.
- The papacy had a great deal of political power and wealth, and popes commissioned paintings, buildings, and works of literature.

C Explain one way the Northern Renaissance differed from the Italian Renaissance. **1 point**

Examples of acceptable responses may include the following:

- The Northern Renaissance was more focused on religion and the development of Christian humanism, while the Italian Renaissance sought to shift education away from theology and toward classical texts.

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- Northern Renaissance humanists focused more on social reform while the Italian Renaissance focused on literature, art, and scientific inquiry.
- Art of the Northern Renaissance was often focused on daily peasant or urban life while Italian Renaissance art frequently depicted elites.

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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 Describe one significant political characteristic of European unification efforts in the period from 1945 to 1990. — **1 point**

Examples of acceptable responses may include the following:

- Unification efforts in Western Europe, including but not limited to NATO, were motivated by the competition with the socialist Eastern bloc, which responded by uniting under the Warsaw Pact.
- Unification was a gradual process that was mostly pushed by France and West Germany.
- Attempts at political unification were intended to follow economic unification.
- European unification was a means for Western European countries to challenge the dominance of the United States after World War II.

B Describe one economic factor that facilitated European unification efforts in the period from 1945 to 1990. — **1 point**

Examples of acceptable responses may include the following:

- Unification efforts in Western Europe were spearheaded with economic measures like abolishing tariffs and trade barriers.
- United States economic support to Western Europe such as the Marshall Plan encouraged states to make moves towards unification.
- Integration began with the successful coal and steel treaty which motivated next steps for unification.
- The loss of overseas colonies deprived Western European states of captive markets for goods and of exploitable resources, which encouraged the lowering of trade barriers within Western Europe.

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C	Explain one way the economic system in Eastern Europe differed from the economic system in Western Europe in the period 1945 to 1990. **Examples of acceptable responses may include the following:** • Countries in Western Europe rebuilt their economies faster than the countries of the Soviet bloc due to the Marshall Plan, which led to the "economic miracle." • Western Europe was more prosperous than the countries of the Eastern bloc due to free market policies, in contrast to the centrally planned economic development pushed by the Soviet Union, which proved to be ineffective. • Western European countries, integrated into the global economy, developed richer consumer culture while this did not happen in the less prosperous countries of the Soviet bloc.	**1 point**

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Question 1: Document-Based Question, Causes of the First World War — 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 whether the First World War was primarily caused by popular nationalism or by the decisions of government leaders.

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<table>
<tr><th>Reporting Category</th><th colspan="2">Scoring Criteria</th></tr>
<tr><td rowspan="5">Row A
Thesis/Claim

(0–1 points)</td><td>0 points
Does not meet the criteria for one point.</td><td>1 point
Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.</td></tr>
<tr><td colspan="2">Decision Rules and Scoring Notes</td></tr>
<tr><td>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.</td><td>Responses that earn this point:
• Provide a historically defensible thesis or claim about whether the First World War was primarily caused by nationalism or by the decisions of government leaders. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument.</td></tr>
<tr><td>Examples that do not earn this point:

Does not respond to the prompt
• “The slaughter in the trenches created a ‘lost generation’ in Europe.”

Provide a historically defensible claim, but do not establish a line of reasoning
• “Leaders made bad decisions that caused the war.”

Provide an overly generalized response to the prompt
• “The First World War was caused by a lot of different factors.”</td><td>Examples that earn this point:

Establish a line of reasoning that evaluates the topic of the prompt
• “Although nationalistic enthusiasm enabled leaders to risk starting a war, it was really their decisions that drove the major powers to conflict.”

Establish a line of reasoning that evaluates the topic of the prompt with analytic categories
• “It was really leaders’ decisions that caused the conflict, such as starting the massive arms race and creating the system of alliances.”

Establish a line of reasoning
• “By challenging one of the great powers, Serbian nationalists started the chain of events that led to World War.” [Minimally acceptable thesis/claim]</td></tr>
<tr><td colspan="2">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.</td></tr>
</table>

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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 causes of the First World War.
	Examples that do not earn this point: **Do not provide context relevant to the topic of the prompt** • *"Industrialization in Europe caused a lot of social problems."* **Provide an overgeneralized statement** • *"Nations have always competed for territory and prestige."* **Provide a passing phrase or reference** • *"Europe was in an arms race."*	**Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:** • German unification altering the balance of power in Europe • The growing arms race • Colonial competition • Alliance systems • The multiethnic nature of the European empires • Austria's annexation of Bosnia in 1908 • The Balkan Wars • The Second Industrial Revolution • The Franco-Prussian War and German annexation of Alsace-Lorraine • The growth of nationalism in the 1800s • The Dreyfus Affair • Napoleon and Congress of Vienna • Revolutions of 1848 **Examples of acceptable contextualization:** • *"In the late 1800s and early 1900s, European powers were locked into a series of alliances designed to protect themselves and advance their interests."* • *"Before 1914, the major powers were competing for overseas colonies in Africa and Asia."* [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.	

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Reporting Category	Scoring Criteria		
Row C **Evidence from Documents** **(0–2 points)**	**0 points** Does not meet the criteria for one point.	**1 point** Uses the content of at least **three** documents to address the **topic** of the prompt.	**2 points** Supports an **argument** in response to the prompt using at least **four** 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 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 whether the First World War was primarily caused by nationalism or by the decisions of government leaders. **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]: *"French authors describe young people wanting to be heroes in the war."* • [Document 7]: *"Luxemburg wrote that in 1915 people were no longer excited for the war."*	**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 4]: *"The decision of the Austro-Hungarian government to formally blame Serbia for the Sarajevo assassination led to the outbreak of the devastating war."* [Uses evidence from the document to support an argument about the central role of government leaders in the First World War] • [Document 1]: *"Separatist actions of nationalist, grassroots organizations such as the Black Hand, who aimed to infiltrate all layers of Serbian state and society, led to World War I."* [Uses evidence from the document to support an argument about the role of nationalism in the outbreak of the First World War]
	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.		

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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 whether the First World War was primarily caused by nationalism or by the decisions of government leaders. **Examples of specific and relevant evidence beyond the documents that earn this point include the following, if appropriate elaboration is provided:** • The inflexibility of mobilization and war plans • Gavrilo Princip and his assassination of the Austrian Archduke Franz Ferdinand • Details of the Austrian ultimatum to Serbia and declaration of war on Serbia • The Russian role in protecting Serbia due to pan-Slavism • The German invasion of Belgium • Details of the European alliance system [e.g., the Triple Alliance, Triple Entente] • The naval arms race of the late 19th and early 20th centuries • Specific war goals of various European powers [e.g., France seeking the return of Alsace-Lorraine from Germany, German expansionism, etc.] • Socialist refusal to support the war effort in many countries • Socialists voting to support the war effort in some countries • Wartime and prewar propaganda **Examples of evidence beyond the documents relevant to an argument about the prompt:** • *"French nationalists were looking forward to revenge and taking back lands lost to Germany in the Franco-Prussian war in the 19th century."* [Provides a piece of evidence not in the documents relevant to an argument about the prompt] • *"The Austrian government declared war on Serbia after the Serbian government did not fully accept the Austrian ultimatum hoping for Russian support."* [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.	

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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, it 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.	**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.
	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** • *"Rosa Luxemburg was a famous feminist and revolutionary."* **Summarize the content of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience** • *"Wilhelm and Nicholas were writing to each other to explain their positions in terms of their military mobilization efforts."*	**Example of acceptable explanation of the relevance of the author's point of view:** • [Document 1]: *"The members of Black Hand were Serbian nationalists who sought to use the political turmoil in the Balkans to overthrow Austrian rule."* [Connects the point of view of the document relevant to an argument about the role of nationalism] **Example of acceptable explanation of the relevance of the author's purpose:** • [Document 4]: *"The Austrian government produced the ultimatum to pin the blame for the Archduke's murder on the government of Serbia and win popular support for military action against Serbia."* [Connects the purpose of the document relevant to an argument about the actions of the government leaders] **Example of acceptable explanation of the relevance of the historical situation of a source:** • [Document 6]: *"The photo was taken right at the beginning of the war when people were genuinely excited for what they thought would be a heroic and patriotic opportunity to defeat the Germans."* [Connects the historical situation of the document relevant to an argument about the role of popular nationalism] **Example of acceptable explanation of the relevance of the audience:** • [Document 5]: *"The telegrams were private correspondence between government leaders, who were also close family attempting to engage in diplomatic negotiations to prevent war."* [Connects the audience of the document relevant to an argument about the role of government leaders]

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Row D **Analysis and Reasoning** **Complex Understanding** **(0–1 points)**	**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.
	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 sophisticated understanding of different perspectives relevant to the prompt.
		Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided: • Arguing that popular nationalism in European countries was not the reason for the outbreak of the war, but the tool used and fueled by the leaders to mobilize their societies for the war effort. [Demonstrates complexity and nuance] • Arguing that nationalism affected not just the masses of ordinary Europeans but was also a central motivation for the government leaders to enter the war, as in the example of the pan-Slavism of the Russian leaders. [Demonstrates sophisticated understanding] • Arguing that nationalism was a force that was on the rise long before the First World War and was fueled by several factors, including colonial expansionism, the arms race, and a complex web of alliances, which inevitably led to a global war. [Demonstrates relevant and insightful connections] • Arguing that while the First World War was primarily caused by popular nationalism, it was also caused to a lesser extent by decisions of government leaders. [Explaining multiple themes or perspectives]
	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.	

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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. Constitution of the Black Hand, Belgrade, Serbia, 1911	• Describes goals and objectives of the secret organization devoted to liberating Serbs living under Austro-Hungarian rule • States the goal of achieving control over state power in Serbia	• The audience of the document were the members of the organization and its potential sympathizers. [audience] • The constitution was written during the struggle of the Serbian people for independence from Austro-Hungarian rule and after the Balkan Wars liberated several nations from Ottoman rule. [historical situation]
2. Henri Massis and Alfred de Tarde, "The Young People of Today," Paris, 1912	• Claims that young elite Frenchmen are looking forward to a war • Argues that young Frenchmen are attracted to the war due to the idea of heroism and military aesthetics	• The article was written in the atmosphere of impending war as a series of crises dominated the news in the years leading up to World War One. [historical situation] • The article was printed in a newspaper and was intended to be read by a wide variety of people in France that the author hoped to convince. [audience] • The article was based on a survey, conducted among the students of elite institutions, and was relaying their opinions. [POV]
3. Jules Cambon, French Ambassador to Germany, report to the French Minister for Foreign Affairs, Berlin, 1913	• Claims that the Imperial German government roused patriotic sentiment in Germany • Argues that the Kaiser used patriotic sentiment to pass an expensive military spending bill in the legislature	• The report was written for the French Minister for Foreign Affairs and was probably read by other bureaucrats who were concerned about German militarism and the possible threat to France. [audience] • The report was written by a French diplomat stationed in Berlin who was describing public opinion in Germany for his superiors back in Paris. [POV]
4. Leopold Berchtold, Austro-Hungarian Minister for Foreign Affairs, diplomatic note to Serbia, July 1914	• Claims that the Serbian nationalist movement is spreading separatism in Austria-Hungary • Argues that the Serbian government is ultimately responsible for the murder of the archduke	• The note was prepared by the Austro-Hungarian Minister for Foreign Affairs to be delivered as an ultimatum to the government of Serbia by Austria-Hungary's ambassador. [audience] • The note was a formal accusation against the Serbian government for its support of the terrorists involved in the assassination of the Archduke. [purpose]
5. Telegrams between Kaiser Wilhelm II of Germany and Tsar Nicholas II of Russia, July–August 1914	• Nicholas claims that he hopes for peace but argues that he must mobilize the Russian army due to the Austrian mobilization efforts • Wilhelm claims he also must mobilize his army and warns Nicholas to stay away from the German border	• The telegrams were correspondence between two leaders who attempted to mediate on a more personal, family level to prevent a large war. [POV, purpose] • The telegrams were written after Austria-Hungary declared war on Serbia and an expansion of the conflict to involve the great powers was likely imminent. [historical situation]

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6. Jacques Moreau, photo of women seeing off soldiers going to the front, Paris, August 1914	• Shows happy soldiers leaving for the front and excited women seeing them off • Depicts the public enthusiasm at the beginning of the war in France	• The photo was taken at the very beginning of the war when a lot of people were excited by patriotism. [historical situation] • The photographer aimed to capture the popular mood of patriotism and support of the troops at the start of the war. [purpose]
7. Rosa Luxemburg, pamphlet written from prison, 1915	• Describes the German public euphoria in the beginning of the war • Claims that German excitement for the war was gone by 1915 after the failed march on Paris • Argues that there is no impending end to the mass slaughter of the war	• The author was an antiwar German revolutionary socialist writing from jail in protest of the continuation of the war. [POV] • The pamphlet was written in 1915 after the initial excitement for the war was replaced by despair in Germany after the failure to win a quick victory. [historical situation]

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Question 2: Long Essay Question, Comparison of Colonization by the Atlantic Powers — 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.

Evaluate the most significant difference between the colonization efforts of the Iberian powers [Spain and/or Portugal] and the colonization efforts of the Atlantic powers [Britain, France, and/or the Netherlands] in the period 1450 to 1700.

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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 most significant difference between the colonization efforts of the Iberian powers [Spain and/or Portugal] and the colonization efforts of the Atlantic powers [Britain, France, and/or the Netherlands] in the period 1450 to 1700. 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** • *"There were many differences between the Atlantic powers who sought overseas colonies."* **Provide a historically defensible claim, but do not establish a line of reasoning** • *"The Spanish established the largest colonial empire."* **Are not historically defensible** • *"The main difference between Spanish and Portuguese efforts and the efforts of other Atlantic powers was that England, France and the Netherlands turned a profit much more quickly."*	**Examples that earn this point:** **Establish a line of reasoning that evaluates the topic of the prompt** • *"Unlike the other Atlantic powers, Spain's empire dominated large parts of the interior of the Americas and was able to extract vast amounts of mineral wealth."* **Establish a line of reasoning that evaluates the topic of the prompt with analytic categories** • *"Spain and Portugal were much more strongly motivated by the desire to spread Christianity, while the other Atlantic powers primarily sought to gain wealth and power."* **Establish a line of reasoning** • *"Spain and Portugal were able to establish colonial empires much earlier than the other Atlantic powers."* [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.	

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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 European colonization efforts in the period 1450 to 1700**.**
	Examples that do not earn this point: **Do not provide context relevant to the topic of the prompt** • *"The Renaissance was changing European culture."* **Passing phrase or reference** • *"The period 1450 to 1700 is often called the Age of Exploration."*	**Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:** • Information about new maritime and military technology • Voyages of exploration and conquest • The role of religion in overseas expansion • New monarchies and state centralization in early modern Europe • The development of joint-stock companies in France, Britain, and the Netherlands • Mercantilism **Example of acceptable contextualization:** • *"In the early modern period, advances in shipbuilding technology, navigation, and weaponry gave European countries the unique means to project their power over long distances."* • *"European monarchs and merchants were interested in increasing their profits from long-distance trade with Asia."* [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.	

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Reporting Category	Scoring Criteria		
Row C Evidence **(0–2 points)**	**0 points** Does not meet the criteria for one point.	**1 point** Provides specific examples of at least **two** pieces of evidence relevant to the **topic** of the prompt.	**2 points** Supports an **argument** in response to the prompt using at least **two** pieces of specific and relevant evidence.
	Decision Rules and Scoring Notes		
	Responses that do not earn points: • Identify a single piece of evidence. • Provide evidence that is not relevant to the topic of the prompt. • Provide evidence that is outside the time period or region specified in the prompt. • Repeat information that is specified in the prompt.	**Responses that earn 1 point:** • Identify at least two specific historical examples relevant to European colonization efforts in the period 1450 to 1700.	**Responses that earn 2 points:** • Use at least two specific historical examples to support an argument regarding the most significant difference between the colonization efforts of the Iberian powers [Spain and/or Portugal] and the colonization efforts of the Atlantic powers [Britain, France, and the Netherlands] in the period 1450 to 1700.
	Examples that do not earn points: **Provide evidence outside the time period** • *"The British established full control over India after the Sepoy uprising."* • *"The Atlantic Powers divided Africa during the Congress of Berlin."* • *"Britain diminished French colonial power during the Seven Years' War."*	**Examples of evidence that are specific and relevant include the following (two examples required):** • Information about particular colonial holdings [e.g., New Spain, Brazil, New France, New England, Dutch East Indies, Caribbean plantation colonies] • The Columbian Exchange • Slavery and the transatlantic trade in enslaved persons • Details of particular explorers [e.g., De Gama, Columbus, Cabot, etc.] • Missionary efforts [e.g., the Franciscans, Jesuits, Dominicans, Protestants] • Commodities available from various overseas locations [e.g., spices from the East Indies, furs from North America] • Colonial conflicts [e.g., disputes of Spain and Portugal over newly discovered territories, English attacks on Spanish Caribbean colonies, the Dutch conquest of Brazil] • Puritan [and other religious dissenters'] colonization of North America to escape persecution **Example of a statement that earns one point for evidence:** • *"The Dutch were motivated by economic gain when they took over Portuguese trading posts in Ceylon and the East Indies. These posts gave them access to markets in China and India where they could secure luxury goods."*	**Examples that successfully support an argument with evidence:** • *"The Spanish monarchy encouraged and supported the creation of mission stations to convert Native Americans, demonstrating how important religion was for Catholic powers as a motivating factor."* [Uses evidence to support an argument about the role of religion in Spanish colonization] • *"Although France employed Jesuit missionaries in North America, the main French efforts were directed towards increasing profits from the fur trade with Native Americans."* [Uses evidence to support an argument about the role of financial motivation for colonization efforts of France] • *"While Spanish and Portuguese spread Catholic beliefs across their colonial territories, British colonists were often religious dissenters who hoped to escape religious persecution."* [Uses evidence to support an argument about different aspects of religious motivation for the colonization efforts of Atlantic powers]

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Additional Notes:

- Typically, statements credited as evidence will be more specific than statements credited as contextualization.
- If a response has a multipart argument, then it can meet the threshold of two pieces of evidence by giving one example for one part of the argument and another example for a different part of the argument, but the total number of examples must still be at least two.

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Reporting Category	Scoring Criteria		
Row D Analysis and Reasoning **(0–2 points)**	**0 points** Does not meet the criteria for one point.	**1 point** Uses historical reasoning [e.g., comparison, causation, continuity, and change] to frame or structure an argument that addresses the prompt.	**2 points** Demonstrates a complex understanding of the historical development that is the focus of the prompt through sophisticated argumentation and/or effective use of evidence.
	Decision Rules and Scoring Notes		
	Responses that do not earn points: • May include evidence but offer no reasoning to connect the evidence to an argument. • May assert the use of historical reasoning but does not use it to frame or structure an argument.	**Responses that earn 1 point:** • Must demonstrate the use of historical reasoning to frame or structure an argument about the most significant difference between the colonization efforts of the Iberian powers [Spain and/or Portugal] and the colonization efforts of the Atlantic powers [Britain, France, and/or the Netherlands] in the period 1450 to 1700. 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: **May include evidence but offer no reasoning to connect the evidence to an argument.** • *"Vasco de Gama was the first European to directly reach India by sea."*	**Using a historical reasoning process to frame or structure an argument could include:** • Explaining patterns of European colonization using continuity and change to point out how the Spanish domination of the Americas was later challenged. • Discussing European colonization using comparison and causation to describe how motivations differed among different European powers.	**Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided:** • Explaining contrasts between different types of motivation for colonization [e.g., religious or economic]. [Explains multiple themes or perspectives] • Considering multiple differences, such as geography, motivation, economic effects, relations with colonized peoples and/or local powers, etc., before arguing one as the most significant. [Explains multiple similarities or differences] • Comparing at least four specific colonies, such as New Spain, Brazil, New France, New England, to explore difference between the colonization efforts of the Atlantic powers. [Explains how at least four pieces of evidence support a nuanced or complex argument]

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	Example of acceptable use of historical reasoning: • *"Spain was able to create a vast colonial empire in the Americas, while Dutch and French colonial holdings in the Americas were much more modest." [Indicates a difference between the geographic scope of the colonial empires of Spain and Portugal and the Atlantic powers]*	
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.		

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Question 3: Long Essay Question, Scientific Revolution vs. The Enlightenment — 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.

Evaluate the most significant difference between the Scientific Revolution and the Enlightenment.

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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 most significant difference between the Scientific Revolution and the Enlightenment. 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** • *"There were numerous differences between the Scientific Revolution and the Enlightenment."* **Provide a historically defensible claim, but do not establish a line of reasoning** • *"The Scientific Revolution changed European society more than the Enlightenment did."* **Are overgeneralized** • *"A major difference between the two movements was the type of people involved in each ."*	**Examples that earn this point:** **Establish a line of reasoning that evaluates the topic of the prompt** • *"While the two movements shared similar ideas about the importance of rational inquiry, the most important difference was their scope, as the ideas of the Enlightenment reached a much broader audience."* **Establish a line of reasoning that evaluates the topic of the prompt with analytic categories** • *"While both movements are intertwined, one can say that the Scientific Revolution gave birth to modern science, while the Enlightenment was an intellectual and philosophical movement that promoted the ideas of rationalism, liberty, and tolerance."* **Establish a line of reasoning** • *"The main difference was that the Scientific Revolution focused on math and physics, but the Enlightenment was about philosophy."* [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.	

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<table>
<tr><th>Reporting Category</th><th colspan="2">Scoring Criteria</th></tr>
<tr><td rowspan="5">Row B
Contextualization

(0–1 points)</td><td>0 points
Does not meet the criteria for one point.</td><td>1 point
Describes a broader historical context relevant to the prompt.</td></tr>
<tr><td colspan="2">Decision Rules and Scoring Notes</td></tr>
<tr><td>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.</td><td>Responses that earn this point:
• Accurately describe a context relevant to the Scientific Revolution and/or the Enlightenment.</td></tr>
<tr><td>Examples that do not earn this point:

Do not provide context relevant to the topic of the prompt
• “The French Revolution challenged the political order of Europe.”

Overgeneralized statement
• “Both movements led to great intellectual changes in Europe.”</td><td>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:
• The Protestant Reformation and challenges to the intellectual authority of the Catholic Church
• The Age of Exploration
• The printing press and the expansion of literacy
• Renaissance humanism and secularism
• The rise of absolutism
• Rediscovery of classical scientific and philosophical works
• Wars of Religion
• The English Civil War

Example of acceptable contextualization:
• “The Age of Exploration and the Renaissance allowed Europeans to learn more about the world, creating perfect conditions for the Scientific Revolution and the Enlightenment.”
• “The new ideas of science and the Enlightenment were spread by the printing press.” [Minimally acceptable contextualization]</td></tr>
<tr><td colspan="2">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.</td></tr>
</table>

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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** • *"Inventions such as the telegraph, radio, and electricity revolutionized communication."*	**Responses that earn 1 point:** • Identify at least two specific historical examples relevant to the Scientific Revolution and/or the Enlightenment. **Examples of evidence that are specific and relevant include the following (two examples required):** • Information about specific scientists and philosophers [e.g., Galileo, Newton, Locke, Voltaire, Adam Smith] • Public venues and print media • Religious toleration and changing ideas about religion • Government support for scientific inquiry [e.g., the Royal Society, the French Academy, and similar institutions] • Empiricism in the Scientific Revolution • Enlightenment attempts to apply scientific principles to social issues • The French Encyclopedia • Influence of encounters with different societies overseas on Enlightenment thought • Specific rulers [e.g., Louis XIV, Charles II, Catherine the Great, etc.] **Example of a statement that earns one point for evidence:** • *"Galileo's use of the telescope to prove the heliocentric model and Newton's application of mathematics to describe universal physical laws are both examples of how the Scientific Revolution changed people's basic picture of the world."*	**Responses that earn 2 points:** • Use at least two specific historical examples to support an argument regarding the most significant difference between the Scientific Revolution and the Enlightenment. **Examples that successfully support an argument with evidence:** • *"The publication of the Encyclopedia by Enlightenment philosophers shows the greater popular reach of the movement."* [Uses evidence to support an argument about the more widespread influence of the Enlightenment] • *"The demolition of the traditional, earth-centered view of the universe by Copernicus, Galileo and Kepler would have more lasting repercussions than the works of the Enlightenment."* [Uses evidence to support an argument about the more lasting significance of the Scientific Revolution] • *"The ideas of the Scientific Revolution affected science and technology, but the Enlightenment had political effects such as the French Revolution."* [Uses evidence to support an argument about different aspects of European society that were changed by the two movements]
	Additional Notes: • Typically, statements credited as evidence will be more specific than statements credited as contextualization. • If a response has a multipart argument, then it can meet the threshold of two pieces of evidence by giving one example for one part of the argument and another example for a different part of the argument, but the total number of examples must still be at least two.		

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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 through sophisticated argumentation and/or effective use of evidence.
	Decision Rules and Scoring Notes		
	Responses that do not earn points: • May include evidence but offer no reasoning to connect the evidence to an argument. • May assert the use of historical reasoning but does not use it to frame or structure an argument.	**Responses that earn 1 point:** • Must demonstrate the use of historical reasoning to frame or structure an argument about the most significant difference between the Scientific Revolution and the Enlightenment. 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: **Assert the use of historical reasoning without framing of structuring an argument** • *"Scientific discoveries led to technological change."*	**Using a historical reasoning process to frame or structure an argument could include:** • Discussing significant differences in the effects of the Scientific Revolution vs. the Enlightenment using comparison and/or causation. • Explaining how Enlightenment figures applied some of the methods of the Scientific Revolution to deal with political, social and/or religious issues using continuity and change.	**Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided:** • Considering multiple differences (e.g., social and intellectual) between the two movements before arguing for one as the most significant. [Explaining multiple thematic differences between the two movements] • Considering differences between the Enlightenment in different geographic areas and their connections to the Scientific Revolution. [Explaining relevant and insightful connections within and across geographical areas] • Discussing four representative figures of the two movements to delineate the difference between the Scientific Revolution and the Enlightenment. [Explaining how multiple pieces of specific and relevant evidence support a nuanced or complex argument]

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	Example of acceptable use of historical reasoning: • *"The Enlightenment differed from the Scientific Revolution both in the scope of its impact and its effect on the political status quo."* [Indicates difference between the two movements]	
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.		

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Question 4: Long Essay Question, Changes in the Status of Women — 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.

Evaluate the most significant difference between the status of women in the period 1815 to 1914 and the status of women in the period after 1914.

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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 most significant difference between the status of women in the period 1815 to 1914 and the status of women in the period after 1914. 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** • *"Women went through numerous significant changes of status in the 1800s and 1900s."* **Provide a historically defensible claim, but do not establish a line of reasoning** • *"The most important change for women was gaining more political power."* **Are not historically defensible** • *"Women gained more rights in the 1800s than they would later."*	**Examples that earn this point:** **Establish a line of reasoning that evaluates the topic of the prompt** • *"Although women gained the right to vote in the 1900s, the greater and more important difference between their status in the 1900s and the earlier period was they gained greater economic opportunities after 1914."* **Establish a line of reasoning that evaluates the topic of the prompt with analytic categories** • *"While early feminists focused on the status of women in terms of their right to vote and women's participation in politics, the later feminist movement was more concerned with the issues of reproductive rights and equal social opportunities."* **Establish a line of reasoning** • *"World War I significantly changed the professional status of women in comparison to the earlier period because it gave them access to new jobs."* [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.	

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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 status of European women in the 1800s and/or 1900s.
	Examples that do not earn this point: **Do not provide context relevant to the topic of the prompt** • *"In Christianity, women were not allowed to serve as priests."* **Provide a passing phrase or reference** • *"Women lacked most rights prior to the twentieth century."*	**Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:** • Women's involvement in the French Revolution • The Enlightenment • Voices against women's rights, including Rousseau • The cult of domesticity and nuclear family • Growth of educational institutions for women • Ideas of popular sovereignty and national identity • Early feminist writings [e.g., Mary Wollstonecraft, Olympe de Gouges] • Industrialization and changes in women's employment in the 1800s • Liberal and conservative arguments against women's role in the public sphere • Socialist debates about women's labor and political rights **Example of acceptable contextualization:** • *"Predated by many individual female thinkers advocating for the equal potential of women, the early feminist movement arose as one of the responses to industrialization and socialist politics."* • *"The Enlightenment's values of civic rights helped develop ideas of female suffrage."* [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.	

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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:** **Evidence outside the time period** • *"Women actively participated in the Renaissance and Reformation."*	**Responses that earn 1 point:** • Identify at least two specific historical examples relevant to the status of European women in the 1800s and/or 1900s. **Examples of evidence that are specific and relevant include the following (two examples required):** • The Cult of Domesticity • Female participation in the World Wars • Birth control and reproductive rights • Women's suffrage movements in Britain and elsewhere • Details regarding nineteenth and early twentieth century feminists [e.g., Flora Tristan, Emmeline Pankhurst] • Details regarding postwar feminists [e.g., Simone de Beauvoir] • Industrialization and the increased demand for female labor • The effects of war mobilization on women's labor and social status during and after the First World War • Rise of companionate marriage and more stress on emotional bonds between married couples • Soviet attempts to foster gender equality • Marxism and socialism and the Marxist critique of the bourgeois family **Example of a statement that earns one point for evidence:** • *"After the Bolshevik Revolution, the Soviet government used state resources to try to boost female equality, setting up daycare facilities and opening many professions to women, though women were largely shut out of high government positions."*	**Responses that earn 2 points:** • Use at least two specific historical examples to support an argument regarding the most significant difference between the status of women in the period 1815 to 1914 and the status of women in the period after 1914. **Examples that successfully support an argument with evidence:** • *"The spread of reliable birth control in the 1900s had a major effect on women's status, allowing them to choose when to have children."* [Uses evidence to support an argument about the greater changes in women's status in the later period] • *"In the 1800s and early 1900s, women in several countries gained rights to own property and manage their own legal affairs, although they still had lower status then men in many ways."* [Uses evidence to support an argument about changes in women's status in the earlier period] • *"Women gained the right to vote in several Western European countries after the First World War in recognition of their contributions to the war effort."* [Uses evidence to support an argument about changes in women's rights after 1914]

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Additional Notes:

- Typically, statements credited as evidence will be more specific than statements credited as contextualization.
- If a response has a multipart argument, then it can meet the threshold of two pieces of evidence by giving one example for one part of the argument and another example for a different part of the argument, but the total number of examples must still be at least two.

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Reporting Category	Scoring Criteria		
Row D Analysis and Reasoning **(0–2 points)**	**0 points** Does not meet the criteria for one point.	**1 point** Uses historical reasoning [e.g., comparison, causation, continuity and change] to frame or structure an argument that addresses the prompt.	**2 points** Demonstrates a complex understanding of the historical development that is the focus of the prompt through sophisticated argumentation and/or effective use of evidence.
	Decision Rules and Scoring Notes		
	Responses that do not earn points: • May include evidence but offer no reasoning to connect the evidence to an argument. • May assert the use of historical reasoning but does not use it to frame or structure an argument.	**Responses that earn 1 point:** • Must demonstrate the use of historical reasoning to frame or structure an argument about the most significant difference between the status of women in the period 1815 to 1914 and the status of women in the period after 1914. 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: **Asserts reasoning without framing or structuring an argument** • *"Many aspects of women's status changed from the 1800s to the 1900s, but some important ones stayed the same."*	**Using a historical reasoning process to frame or structure an argument could include:** • Discussing differences in women's status in the two periods, such as voting rights, marriage and divorce, labor and education in two periods using comparison. • Discussing causes for changes in women's status over the two periods using causation (e.g., explaining how World War I affected women in the workforce).	**Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided:** • Considering multiple differences in women's status between the two periods before arguing for one as the most significant, e.g., arguing that women's gain of political/voting rights in the twentieth century across Europe was the most significant change. [Explaining multiple similarities or differences] • Elaborating differences in women's status in different regions of Europe [e.g., Eastern vs. Western Europe or Northern vs. Mediterranean Europe] and how they affected changes in status from one period to the next. [Explaining relevant and insightful connections within and across geographical areas]

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	Example of acceptable use of historical reasoning: • *"The legal and political status of women changed more quickly than their social and economic status."* [Indicates a difference between two categories]	• Analyzing in some detail the contributions of at least four significant figures or events in the feminist movement that affected the status of women in the two periods. [Explaining how multiple pieces of specific and relevant evidence, at least four, support a nuanced or complex argument]
	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.	

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