2018

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AP World History

Scoring Guidelines

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AP® WORLD HISTORY
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Short Answer Question 1

Use the passage below to answer all parts of the question that follows.

"The more power a government has, the more it can act arbitrarily according to the whims and desires of the elite, and the more it will make war on others and murder its foreign and domestic subjects. The more constrained the power of governments, the more power is diffused, checked, and balanced, the less it will aggress on others and commit mass violence. At the extremes of power, totalitarian governments slaughter their people by the tens of millions. In contrast, many democracies can barely bring themselves to execute even serial murderers."

Rudolph Rummel, United States political scientist,
Death by Government, 1994

a) Identify ONE historical example of mass violence that was committed by a totalitarian state in the twentieth century that would support Rummel's argument in the passage.

b) Explain ONE historical example of a democratic state committing mass violence that would challenge Rummel's argument regarding democracies and mass violence.

c) Explain ONE development in the late twentieth century that likely shaped Rummel's view of the relationship between democracy and mass violence.

0–3 points

Score 3
Response accomplishes all three tasks set by the question.

Score 2
Response accomplishes two of the tasks set by the question.

Score 1
Response accomplishes one of the tasks set by the question.

Score 0
Response accomplishes none of the tasks set by the question.

Score NR
No response. Response is completely blank.

Scoring Guide

0–3 points

- ONE point for identifying a historical example of mass violence that was committed by a totalitarian state in the twentieth century that would support the argument made in the passage
- ONE point for explaining a historical example of a democratic state committing mass violence that would challenge the argument made in the passage regarding democracies and mass violence
- ONE point for explaining a development in the late twentieth century that likely shaped the author's view of the relationship between democracy and mass violence

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Short Answer Question 1 (continued)

Scoring Notes

Examples of responses to part (a) that would earn credit:

- The Nazi Holocaust is an example of mass violence committed by a totalitarian state.
- The genocide in Cambodia under the Khmer Rouge is an example of mass violence committed by a totalitarian state.
- The liquidation of the Ukrainian *kulaks* under Stalin is an example of mass violence committed by a totalitarian state.
- The "Great Terror" committed by the Soviet Union under Stalin in the late 1930s is an example of mass violence by a totalitarian state that would support the argument in the passage.
- The Chinese communist government under Mao Zedong used mass violence to force people to accept communist policies during the Great Leap Forward and the Cultural Revolution.

Examples of responses to part (b) that would earn credit:

- In the nineteenth century European states such as Britain and France violated their democratic principles by using mass violence to crush African resistance to European rule.
- British soldiers and settlers committed mass violence against indigenous populations in Australia, thereby showing that democracies do commit mass violence.
- The firebombing of Dresden during World War II challenges the author's argument that democracies will not commit acts of mass violence because the Dresden bombing was a deliberate use of terror designed to break the will of the German population.

Examples of responses to part (c) that would earn credit:

- Rummel's view was likely shaped by the end of the Cold War when the United States and its democratic allies had emerged victorious over totalitarian regimes such as the communist Soviet Union.
- The argument in the passage was likely shaped by the development of a liberal international order after the Second World War, which included the development of institutions such as the United Nations that advocated for peace and international cooperation.
- Ethnic cleansing perpetrated by Serbian forces in Yugoslavia in the early 1990s would likely have shaped Rummel's arguments about the relationship between democracies and mass violence because Serbia was an authoritarian state under Slobodan Milosevic.
- Rummel's assertion that democratic states will not engage in mass violence was likely shaped by conservative thinkers who argued after the end of the Cold War that democracy had triumphed, every state would soon adopt democracy, and war between states would end.

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Short Answer Question 2

Use the image below to answer all parts of the question that follows.

ENGRAVING PRODUCED IN GREAT BRITAIN BASED ON AN 1817 PAINTING BY BRITISH ARTIST BENJAMIN WEST

The Granger Collection, New York

The engraving shows a historical encounter in 1765 in which the Mughal emperor Shah 'Alam II granted the British East India Company, represented by Robert Clive, the right to collect tax revenue from the Mughal provinces of Bengal, Orissa, and Bihar.

a) Identify ONE way in which the event depicted in the image reflects political changes in the global balance of power in the eighteenth century.

b) Explain ONE way in which the event depicted in the image reflects economic changes in Asia in the eighteenth century.

c) Explain ONE significant way in which Great Britain's relationship with South Asia changed in the nineteenth century, compared with the relationship depicted in the image.

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Short Answer Question 2 (continued)

0–3 points

Score 3
Response accomplishes all three tasks set by the question.

Score 2
Response accomplishes two of the tasks set by the question.

Score 1
Response accomplishes one of the tasks set by the question.

Score 0
Response accomplishes none of the tasks set by the question.

Score NR
No response. Response is completely blank.

Scoring Guide

0–3 points

- ONE point for identifying one way in which the event depicted in the image reflects political changes in the global balance of power in the eighteenth century
- ONE point for explaining one way in which the event depicted in the image reflects economic changes in Asia in the eighteenth century
- ONE point for explaining one significant way in which Great Britain's relationship with South Asia changed in the nineteenth century, compared with the relationship depicted in the image

Scoring Notes

Examples of responses to part (a) that would earn credit:

- The event depicted in the image reflects the growing power of European states and the decline of some Asian empires.
- The event depicted in the image reflects the disintegration of the Mughal Empire and the beginning of the British conquest of India, eventually allowing Great Britain to become the world's greatest global power.
- The Mughal emperor's granting of concessions to the British East India Company reflects the ways in which some European joint-stock companies contributed to expanding European power across the world while weakening Asian states.
- The Mughal Empire's grant of the tax revenues to Great Britain, as shown in the image, was ultimately the result of Great Britain defeating European rivals such as France and the Netherlands to become the dominant power in South Asia.

Examples of responses to part (b) that would earn credit:

- The event shown in the image reflects the growing power of European merchants and companies over trade and commerce in Asia.

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Short Answer Question 2 (continued)

- The event shown in the image illustrates how Europeans were able to use their economic power through joint-stock companies, such as the British EIC, to weaken Asian states.
- The Mughal grant shows how competition between European mercantilist states and companies weakened Asian states by allowing Europeans to gain greater access to and control over Asian markets.

Examples of responses to part (c) that would earn credit:

- The most significant change in the relationship between Great Britain and South Asia from the time of the image to the nineteenth century is that the image shows only the beginning of the British conquest of India, whereas the British gained total control over India in the nineteenth century.
- A significant way that the relationship between Great Britain and India changed in the nineteenth century is that the cooperation between the Mughals and the British shown in the image turned into resistance and repression as Britain crushed the great Indian rebellion (or Sepoy Mutiny) of 1857.
- The most significant change is that Britain gained greater power in India, which led to the collapse of the Indian textile industry, the spread of famine, and India's impoverishment.

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Short Answer Question 3

Answer all parts of the question that follows.

a) Explain ONE difference in the way in which nomadic and sedentary societies in Afro-Eurasia before 1450 C.E. adapted to their environment.

b) Explain ONE similarity between the economic practices of nomadic and sedentary societies in Afro-Eurasia in the period 600–1450 C.E.

c) Explain ONE major pattern of cultural interaction between nomadic and sedentary societies in Afro-Eurasia before 1450 C.E.

0–3 points

Score 3
Response accomplishes all three tasks set by the question.

Score 2
Response accomplishes two of the tasks set by the question.

Score 1
Response accomplishes one of the tasks set by the question.

Score 0
Response accomplishes none of the tasks set by the question.

Score NR
No response. Response is completely blank.

Scoring Guide

0–3 points

- ONE point for explaining one difference in the way in which nomadic and sedentary societies in Afro-Eurasia before 1450 C.E. adapted to their environment
- ONE point for explaining one similarity between the economic practices of nomadic and sedentary societies in Afro-Eurasia in the period 600–1450 C.E.
- ONE point for explaining one major pattern of cultural interaction between nomadic and sedentary societies in Afro-Eurasia before 1450 C.E.

Scoring Notes

Examples of responses to part (a) that would earn credit:

- Nomadic societies moved around frequently in search of new pasturelands, while sedentary societies did not.
- Sedentary societies mostly engaged in farming, while nomadic societies mostly engaged in pastoralism because that was more suitable to the steppes and deserts.

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Short Answer Question 3

- Sedentary societies adapted their environment to support agriculture (building of irrigation systems and canals) and the need for protection (walled cities), while nomads were more likely to adapt their lifestyles to the natural environment.

Examples of responses to part (b) that would earn credit:

- Both nomads and sedentary societies participated in and facilitated long-distance trade across Afro-Eurasia.
- Rulers of both sedentary societies and nomadic societies (including nomadic rule over sedentary states) issued coinage to facilitate economic activity.
- Sedentary states and nomadic empires in Afro-Eurasia both used tribute collection to facilitate economic activity.
- Both sedentary states and nomadic empires levied taxes on their populations in order to increase their wealth.
- Nomads and sedentary societies in Afro-Eurasia engaged in both local and long-distance trade with each other because the nomads' lack of economic specialization required that they acquire goods from sedentary states and because nomads frequently dominated the Silk Roads.
- Nomads and merchants from sedentary societies both facilitated long-distance trade in luxury goods across Eurasia, as nomadic elites sought to acquire luxury goods as markers of political status and sold their excesses to long-distance traders.

Examples of responses to part (c) that would earn credit:

- Missionaries and merchants from sedentary societies influenced nomadic peoples to adopt religions such as Buddhism, Christianity, and Islam.
- One major pattern of cultural interaction between nomadic and sedentary societies in Afro-Eurasia was technological exchange, such as when the Mongols facilitated the transfer of gunpowder from China.
- Sedentary societies often adopted the languages of nomadic peoples, as was evident with the spread of Arabic and Turkic languages.
- The sedentarization and Sinicization of some nomadic populations in China was one major pattern of cultural interaction between nomadic and sedentary societies in Afro-Eurasia.
- One major pattern of cultural interaction between nomadic and sedentary societies in Afro-Eurasia was exchanges in science and learning, such as when the Mongol rulers of China facilitated the transmission of Islamic science, mathematics, and geographical knowledge.

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Short Answer Question 4

Answer all parts of the question that follows.

a) Identify ONE similarity between agricultural developments in the period circa 1450–1900 and the Green Revolution of the twentieth century.

b) Explain ONE difference between agricultural developments in the period circa 1450–1900 and the Green Revolution of the twentieth century.

c) Explain ONE political or social response to the Green Revolution in the twentieth century.

0–3 points

Score 3
Response accomplishes all three tasks set by the question.

Score 2
Response accomplishes two of the tasks set by the question.

Score 1
Response accomplishes one of the tasks set by the question.

Score 0
Response accomplishes none of the tasks set by the question.

Score NR
No response. Response is completely blank.

Scoring Guide

0–3 points

- ONE point for identifying one similarity between agricultural developments in the period circa 1450–1900 and the Green Revolution of the twentieth century
- ONE point for explaining one difference between agricultural developments in the period circa 1450–1900 and the Green Revolution of the twentieth century
- ONE point for explaining one political or social response to the Green Revolution in the twentieth century

Scoring Notes

Examples of responses to part (a) that would earn credit:

- Increases in food production leading to population increases was a similarity between agriculture in the period 1450–1900 and the Green Revolution.
- The development of new agricultural techniques in the period 1450–1900 and the use of genetically modified crops during the Green Revolution were similarities.

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Short Answer Question 4 (continued)

- One similarity was the emergence of new technological developments in agriculture, such as increasing mechanization in the period 1450–1900 and the development of new irrigation techniques during the Green Revolution.

Examples of responses to part (b) that would earn credit:

- Increases in food production during the Green Revolution were significantly higher than in the period 1450–1900, as were the resulting population increases.
- The Green Revolution saw more sophistication as a result of greater scientific knowledge than in the period 1450–1900, as was evident in the introduction of new agricultural techniques such as the use of GMOs and the use of synthetic fertilizers.
- One difference between agriculture in the period 1450–1900 and the Green Revolution was that agriculture in the earlier period did not significantly reduce the amount of cultivated land needed to sustain populations, whereas the Green Revolution did.
- One difference between agriculture in the period 1450–1900 and the Green Revolution was that the most significant developments in agriculture in the period 1450–1900 occurred in fairly wealthy states in Western Europe, while the Green Revolution mostly affected developing countries in Asia and Latin America.

Examples of responses to part (c) that would earn credit:

- One political response to the Green Revolution was states encouraging the use of green agricultural techniques to sustain economic development.
- A social response to the Green Revolution was that environmentalists increasingly protested against the use of pesticides such as DDT.
- A political response to the Green Revolution was the weakening of socialist movements in many developing states such as India, as governments increasingly sought to blunt calls for land reform by highlighting potential technological solutions and increasing crop yields.
- One social response to the Green Revolution was protests by small farmers in both developed and developing countries because the expense of introducing the new farming techniques associated with the Green Revolution increased significantly, leading over time to the concentration of more and more land in the hands of wealthy landowners and agribusinesses.

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Question 1 — Document-Based Question

Maximum Possible Points: 7

"Evaluate the extent to which railroads affected the process of empire-building in Afro-Eurasia between 1860 and 1918."

Points	Rubric	Notes
A: Thesis/Claim (0-1)	Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning. (1 point) *To earn this point the thesis must make a claim that responds to the prompt rather than restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.*	The thesis must take a position on the extent to which railroads affected the process of empire-building in Afro-Eurasia between 1860 and 1918 and indicate some reason for taking that position. *Examples:* • "Although railroad construction in Asia and Africa greatly facilitated the development of European colonial empires, it also aided in the emergence of nationalist movements against European rule." (*Responds to the prompt with an evaluative claim that establishes a line of reasoning*) • "The construction of railroads in Afro-Eurasia helped European imperialism because it allowed Europeans to increase their political power in Asia and Africa." (*Responds to the prompt with a minimally acceptable claim that establishes a line of reasoning*)
B: Contextualization (0-1)	Describes a broader historical context relevant to the prompt. (1 point) *To earn this point 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. This point is not awarded for merely a phrase or reference.*	To earn the point the response must accurately describe a context relevant to the role of railroads in the process of empire-building in Afro-Eurasia in the nineteenth and twentieth centuries. *Examples:* • "Railroads played an important role in the Industrial Revolution because they provided a faster and more efficient method of overland transport than had ever existed before. (*relates broader events and developments to the topic*) • "Industrial Revolution technologies aided Europeans in the creation of large empires by linking places together at cheaper cost." *(relates broader events and developments to the topic)*

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Question 1 — Document-Based Question (continued)

C: Evidence (0-3)	**Evidence from the Documents:** Uses the content of at least **three** documents to address the **topic** of the prompt. (1 point) **OR** Supports an **argument** in response to the prompt using at least **six** documents. (2 points)	*To earn 1 point the response must accurately describe — rather than simply quote — the content from at least three of the documents to address the topic of railroads and imperialism in Afro-Eurasia in the nineteenth and early twentieth centuries.* *Example*: • (Document 1) "In its petition to the British colonial government, the British-Indian Association complains that Europeans in second-class carriages treat them poorly." (*Describes the document accurately, and thus is credited as addressing the topic, but does not explicitly tie the description to an argument in response to the prompt*) **OR** *To earn 2 points the response must accurately describe — rather than simply quote — the content from at least six documents. In addition, the response must use the content from the documents to support an argument in response to the prompt.* *Example*: • (Document 5): "The editorial to the *News Chronicle* in 1901 arguing for Britain and other European powers to protect their interests in Asia against the future Russian expansion that would follow the construction of the Trans-Siberian Railroad illustrates that railroads facilitated the expansion of empires." (*Accurately describes and connects the content of the document to an argument about the effects of railroads on empire-building in Afro-Eurasia*)

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Question 1 — Document-Based Question (continued)

	Evidence beyond the Documents: Uses at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt. (1 point) *To earn this point the evidence must be described, and it must be more than a phrase or reference. This additional piece of evidence must be different from the evidence used to earn the point for contextualization.*	*Statements credited as evidence from outside the documents will typically be more specific details relevant to an argument, analogous to the function of evidence drawn from the documents.* *Typically, statements credited as contextualization will be more general statements that place an argument or a significant portion of it on a broader context.* *Example*: • "Like the European powers, Japan developed an extensive railway network in Korea to facilitate its imperial control." (*Provides a piece of evidence not in the documents relevant to an argument that addresses the prompt*)
D: Analysis and Reasoning (0-2)	**Sourcing:** 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. (1 point) See document summaries for examples of possible sourcing.	*To earn this point the response must explain — rather than simply identify — how or why 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.* *Examples:* • (Document 3): "Because the Ottoman sultan had to approve the proposals mentioned in Document 3, the report attempts to flatter the sultan by emphasizing his supposed popularity among Muslims across the world and how the construction of a railroad from Damascus to Mecca would only increase that popularity." (*Provides sourcing regarding the audience of the government report relevant to an argument addressing the prompt*) • (Document 5): "As a politician, Sir Henry Norman is critical of Britain 'continuing to sleep' in terms of responding to Russian imperial expansion in East Asia, and he is interested in persuading the British government and public opinion to adopt a different policy." (*Provides sourcing regarding the POV of the author relevant to an argument addressing the prompt*)

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Question 1 — Document-Based Question (continued)

	Complexity: Demonstrates a complex understanding of the historical development that is the focus of prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question. (1 point) *This understanding must be part of the argument, not merely a phrase or reference.*	*Examples of demonstrating a complex understanding for this question might include:* • Considering the totality of the evidence and perspectives presented in the documents as demonstrated by creating a complex argument, while at the same time recognizing that some documents corroborate, qualify or modify the overall argument • Explaining the nuance of an issue by analyzing multiple factors or by considering diverse or alternative perspectives or evidence, such as constructing an argument that explains how European railroad construction simultaneously strengthened colonial authority in Africa and Asia while also contributing to growing tensions with indigenous communities and eventually leading to the development of nationalist movements • Explaining relevant and insightful connections across time and space, such as explaining how railroads and other new types of communication were used to strengthen nation states in the nineteenth century (e.g., European states, United States, Meiji Japan) or in premodern times (e.g., the Roman road networks or the Mongol postal system.)
If response is completely blank, enter - - for all four score categories A, B, C, and D.		

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Question 1 — Document-Based Question (continued)

Document Summaries and Possible Sourcing

Document	Summary of Content	Explains the relevance of point of view, purpose, situation, and/or audience by elaborating on examples such as:
1. British-Indian Association petition to the British colonial government (1866)	• Claims that high-caste Hindus are subject to abuse from European passengers on second-class carriages and are forced to interact with the masses outside the train platforms. Women's respectability is also jeopardized.	• Imposition of direct British rule following the Indian Rebellion of 1857. (situation) • High-caste Hindus complaining about the lack of traditional deference shown to them because of their social status. (POV) • Since the purpose is to get the government to act, the petition uses hyperbole (the analogy to the Middle Passage).
2. Qing dynasty official memorandum to the court (1867)	• Argues that the Qing government should build railroads but should not do so by giving concessions to Western companies, unless they meet very stringent criteria.	• Memorial written in the context of the Self-Strengthening movement and following the Taiping Rebellion. (situation) • The official wants to modernize China without antagonizing the rural population. (purpose) • May infer that the official advocates setting a very high bar for giving Westerners permission to build railways because he is in favor of the Chinese building the railways. (purpose)
3. Ottoman government report (1893)	• Argues that the construction of a railroad from Damascus to Mecca would aid Muslims in traveling to the holy cities of Mecca and Medina and would increase the prestige of the Ottoman sultan in the Muslim world. It would also decrease reliance on foreign/Western ships.	• Report written during a period when the Ottoman Empire considered the extent of reforms needed to address growing Western political and economic dominance. (situation) • Report intended to convince the sultan to construct a railroad and flatter him. (purpose/audience)

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Question 1 — Document-Based Question (continued)

4. Map included in a newspaper published in British New Zealand (1899)	• The map shows a proposed railway advocated by the imperialist Cecil Rhodes to connect Cairo to the South African port of Cape Town	• Published during period of European colonial expansion in Africa (situation) • Intended for British officials and settlers in New Zealand; highlighting a grand imperial project elsewhere in the British Empire to instill pride in British imperial achievements (audience/purpose)
5. Editorial from a British politician in a British newspaper about the construction of the Trans-Siberian Railroad (1901)	• Argues that the construction of the Trans-Siberian Railroad will allow Russia to dominate East Asia unless the other European powers protect their interests there	• Great Game between Russia and Britain in Central Asia (situation) • Intended to influence public and government opinion by criticizing British inaction on the issue (purpose/audience)
6. Speech delivered by governor of French West Africa to colonial administrative council (1904)	• Argues that the construction of railroads in French territory in West Africa is not only necessary for economic reasons but also to lift Africa out of "poverty and barbarism"	• Influence of ideas of European cultural superiority and "civilizing mission vis-a-vis its imperial subjects and territories (situation) • Attempting to convince colonial administrative council to approve the construction of railroads, which would be in Roume's best interests as governor (purpose)
7. British army officer, magazine article published in London (1913)	• Argues that the construction of railways in India is helping to unify the numerous ethnic and religious groups of India into a more cohesive political and cultural community loyal to Great Britain	• British army officer intending to maintain British rule in India as Indian nationalist movements continue to grow (POV/situation) • Intended to influence the British government and public (audience)

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Question 1 — Document-Based Question (continued)

Scoring Notes

Introductory notes:

- Except where otherwise noted, each point of these rubrics is earned independently, e.g., a student could earn a point for evidence without earning a point for thesis/claim.
- **Accuracy**: The components of this rubric require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, the essay may contain errors that do not detract from the 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.

Note: Student samples (when available) are quoted verbatim and may contain grammatical errors.

A. Thesis/Claim (0–1 point)

Responses earn 1 point by responding to the prompt with a historically defensible thesis that establishes a line of reasoning about the topic. To earn this point the thesis must make a claim that responds to the prompt rather than simply restating or rephrasing the prompt. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.

The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.

The thesis must take a position on the extent to which railroads affected the process of empire-building in Afro-Eurasia in the period 1860–1918 and indicate some reason for taking that position.

Examples of acceptable theses:

- "Although railroad construction in Asia and African greatly facilitated the development of European colonial empires, it also aided in the emergence of nationalist movements against European rule." (*Responds to the prompt with an evaluative claim that establishes a line of reasoning*)
- "The construction of railroads had a limited impact on empire-building in Afro-Eurasia because the development of advanced military weaponry and European control over maritime trade were more significant." (*responds to the prompt with an evaluative claim that establishes a line of reasoning*)
- "The construction of railroads in Afro-Eurasia helped European imperialism because it allowed Europeans to increase their political power in Asia and Africa." (*Responds to the prompt with a minimally acceptable claim that establishes a line of reasoning*)

Example of unacceptable theses:

- "The construction of railroads greatly affected European imperialism in Afro-Eurasia in the nineteenth and twentieth centuries." (*Merely repeats the wording of the prompt with a minor qualification, which does not amount to indicating a line of reasoning*)
- "Railroads came to Asia and Africa too late to save the European colonial empires there from collapsing." *(Not a historically defensible claim)*

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Question 1 — Document-Based Question (continued)

"Railroad construction in Afro-Eurasia influenced the development of European empires in Asia and Africa and the development of the Qing and Ottoman empires." (*While it provides a few concrete examples of empires, the sentence does not respond to the prompt directly, nor does it establish a line of reasoning.*)

B. Contextualization (0–1 point)

Responses earn a point for contextualization by describing a broader historical context relevant to the prompt. To earn this point, the response must accurately and explicitly connect the context of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or reference.

To earn the point the essay must accurately describe a context relevant to railroads in the process of empire-building in Afro-Eurasia in the nineteenth and early twentieth centuries.

Examples of acceptable contextualization:

- "Railroads played an important role in the Industrial Revolution because they provided a faster and more efficient method of overland transport than had ever existed before. (*Relates broader events and developments to the topic*)
- "Industrial Revolution technologies aided Europeans in the creation of large empires by linking places together at cheaper cost." *(Relates broader events and developments to the topic)*

Examples of unacceptable contextualization:

- "Railroads were a part of the Industrial Revolution." (*Potentially relevant, but neither "describes" how railroads were part of that context, nor offers language that could plausibly be interpreted as relevant to empire.*)
- "European powers held a series of conferences in the late nineteenth century to defuse tensions between them and avert war." *(While the broader historical events described are potentially connected to empire, the response offers no language that could plausibly be interpreted as relevant to railroads.)*

C. Evidence (0–3 points)

a) Document Content — Addressing the Topic (1 point)

In order to achieve the <u>first point</u>, the response must use the content of at least **three** documents to address the **topic** of the prompt (1 point). To earn 1 point for evidence from the documents, the response must accurately describe — rather than simply quote — the content from at least three of the documents to address the topic of railroads and imperialism in Afro-Eurasia in the nineteenth and early twentieth centuries.

Example of describing the content of a document:

- (Document 1): "In its petition to the British colonial government, the British-Indian Association complains that Europeans in second-class carriages treat them poorly." (*Describes the document accurately, and thus is credited as addressing the topic, but does not explicitly tie the description to an argument in response to the prompt*)

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Question 1 — Document-Based Question (continued)

b) Document Content — Supporting an Argument (1 point)

In order to achieve the second point for evidence from the documents, the response needs to support an **argument** in response to the prompt by accurately using the content of at least **six** documents (2 points).

Examples of supporting an argument using the content of a document:

- (Document 2): "By explaining how the construction of railroads could simultaneously strengthen the Qing Empire economically and yet could also weaken it if Western powers were allowed to build railroads without considering the effects on China's rural population, the memorandum to the Qing court demonstrates that railroads could have a tremendous impact on the development and survival of empires in Afro-Eurasia." (*Connects the contents of the document to an argument about the effects of railroads on empire-building in Afro-Eurasia*)
- (Document 4): "The editorial to the *News Chronicle* in 1901 arguing for Britain and other European powers to protect their interests in Asia against the future Russian expansion that would follow the construction of the Trans-Siberian Railroad illustrates that railroads not only facilitated the expansion of empires, but could also threaten them by generating tensions with other states." (*Connects the content of the document to an argument about the effects of railroads on empire-building in Afro-Eurasia*)

c) Evidence beyond the Documents (1 point)

The response must use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument that addresses the effects of railroads on empire-building in Afro-Eurasia in the nineteenth and twentieth centuries (1 point). To earn this point the evidence must be described, and it must be more than a phrase or reference. This additional piece of evidence must be different from the evidence used to earn the point for contextualization.

Typically statements credited as **contextualization** will be more general statements that place an argument or a significant portion of it in a broader context. Statements credited as **evidence from outside the documents** will typically be more specific details relevant to an argument, analogous to the function of evidence drawn from the documents.

Examples of providing an example or additional piece of specific evidence beyond the documents relevant to an argument that addresses the prompt:

- "Like the European powers, Japan developed an extensive railway network in Korea to facilitate its imperial control." (*Provides a piece of evidence not in the documents relevant to an argument that addresses the prompt*)
- "Western transnational companies advocated for the creation of railroads in Latin America because it suited their economic interests, much as they did in Afro-Eurasia." (*Provides a piece of evidence not in the documents relevant to an argument that addresses the prompt*)

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Question 1 — Document-Based Question (continued)

D. Analysis and Reasoning (2 points)

Document Sourcing (0–1 point)

For at least **three** documents, the response explains how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument that addresses the prompt (1 point). To earn this point the response 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 addressing 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): "As a politician, Sir Henry Norman is critical of Britain 'continuing to sleep' in terms of responding to Russian imperial expansion in East Asia, and he is interested in persuading the British government and public opinion to adopt a different policy." (*Provides sourcing regarding the POV of the author relevant to an argument addressing the prompt*)

Example of acceptable explanation of the significance of the author's purpose:

- (Document 2): "By cautioning the Qing court against allowing Western investors to build railroads in China, while supporting the building of new transportation and communication infrastructure in general, Shen Baozhen is trying to convince the Qing government to modernize China using the country's own resources, a position shared by many Qing officials at the time." (*Provides sourcing regarding the purpose of the memorandum relevant to an argument addressing the prompt*)

Example of acceptable explanation of the relevance of the historical situation of a document:

- (Document 6): "Ernest Roume's speech to the colonial assembly illustrates how Europeans justified their imperialism in Africa by claiming that what they were doing was bringing 'progress' and 'civilization' to a land mired in 'poverty' and 'barbarism.'" (*Provides sourcing regarding the historical situation of the document relevant to an argument addressing the prompt*)

Example of acceptable explanation of the significance of the audience:

- (Document 3): "Because the Ottoman sultan had to approve the proposals mentioned in Document 3, the report attempts to flatter the sultan by emphasizing his supposed popularity among Muslims across the world and how the construction of a railroad from Damascus to Mecca would only increase that popularity." (*Provides sourcing regarding the audience of the government report relevant to an argument addressing the prompt*)

Demonstrating Complex Understanding (0–1 point)

The response demonstrates a complex understanding of the effects of railroads on empire-building in the nineteenth and twentieth centuries, using evidence to corroborate, qualify, or modify an argument that addresses the question.

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Question 1 — Document-Based Question (continued)

Demonstrating a complex understanding might include:

- Considering the totality of the evidence and perspectives presented in the documents as demonstrated by creating a complex argument, while at the same time recognizing that some documents corroborate or qualify or modify the overall argument
- Explaining the nuance of an issue by analyzing multiple factors or by considering diverse or alternative perspectives or evidence, such as constructing an argument that explains how European railroad construction simultaneously strengthened colonial authority in Africa and Asia while also contributing to growing tensions with indigenous communities and eventually leading to the development of nationalist movements
- Explaining relevant and insightful connections across time and space, such as explaining how railroads and other new types of communication were used to strengthen nation states in the nineteenth century (e.g., European states, United States, Meiji Japan) or in premodern times (e.g., the Roman road networks or the Mongol postal system)

This understanding must be part of the argument, not merely a phrase or reference.

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Question 2 — Long Essay Question

In the period 600 B.C.E. to 600 C.E., different factors led to the emergence and spread of new religions and belief systems, such as Buddhism, Confucianism, and Christianity.

Develop an argument that evaluates how such factors led to the emergence or spread of one or more religions in this time period."

Maximum Possible Points: 6

Points	Rubric	Notes
A: Thesis/Claim (0–1)	**Thesis/Claim:** Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning (1 point) *To earn this point the thesis must make a claim that responds to the prompt, rather than merely restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.*	The thesis statement must make a historically defensible claim about the way in which one or more factors led to the emergence and/or spread of one or more new religions or belief systems in the period 600 B.C.E. to 600 C.E., with some indication of the reasoning for making that claim. *The thesis does not need to encompass the entire period, but it must identify a relevant development or developments in the period.* *Note: The thesis does not need to refer to a specific religion or belief system. The three religions listed in the introductory statement are provided as examples; it is not required that a successful thesis focus on one of these three religions.* *Examples:* • "Long-distance trade was the most significant factor in the spread of religions such as Buddhism and Christianity in the period 600 B.C.E. to 600 C.E. because trade facilitated greater and more enduring contact among cultural groups." (*Responds to the prompt with an evaluative claim that establishes a line of reasoning*) • "Religions spread in the period 600 B.C.E. to 600 C.E. because they received state support." (*Responds to the prompt with a minimally acceptable claim that establishes a line of reasoning*)

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Question 2 — Long Essay Question (continued)

B: Contextualization (0–1)	**Contextualization:** Describes a broader historical context relevant to the prompt (1 point) *To earn this point 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. This point is not awarded for merely a phrase or a reference.*	To earn this point the response must accurately describe a context relevant to the emergence and spread of new religions or belief systems in the period 600 B.C.E. to 600 C.E. *Note: Contextualization attempts that refer to events after the period 600 B.C.E. to 600 C.E. can earn the contextualization point only if the events are immediately adjacent to the period.* *Example:* • "In the period 600 B.C.E. to 600 C.E., large imperial states such as the Roman Empire and Han China dominated big parts of Afro-Eurasia and helped spread technology and religion." (*Relates broader events and developments to the topic*)
C: Evidence (0–2)	**Evidence:** Provides specific examples of evidence relevant to the **topic** of the prompt (1 point)	To earn the first point the response must identify at least two specific historical examples relevant to the spread of religions or belief systems in the period 600 B.C.E. to 600 C.E. *Note: For the three religions listed in the introductory statement, general assertions that they spread during the period should not be credited as "specific historical examples."* *Example (acceptable):* • "Emperor Constantine's policies helped spread Christianity across the Roman Empire." (Counts toward earning the point because there is a specific historical example relevant to the prompt) *Example (unacceptable):* • "Christianity emerged and spread during the period 600 B.C.E. to 600 C.E."(Does not count toward earning the point because there is no specific information beyond what is provided in the introductory statement)

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Question 2 — Long Essay Question (continued)

C: Evidence (0–2)	**OR** **Supports an Argument:** Supports an **argument** in response to the prompt using specific and relevant examples of evidence (2 points)	**OR** To earn the second point the response must <u>use at least two specific historical examples to support an argument</u> in response to the prompt. If a response has a multipart argument (e.g., religions spread because of state support; religions spread because of trade), then the response can earn the second evidence point by using only one specific historical example for <u>each</u> part of the multipart argument (but the total number of examples used must still be at least two). *Evidence used to support an argument might include:* • State support helping to spread religions, such as Christianity under the Roman Empire and Buddhism under the Mauryan Empire • Merchants helping to spread religions in Eurasia, such as the Sogdians facilitating the spread of Buddhism in Central Asia and Christianity to China • Compatibility between religious systems helping to spread religious practices, such as common principles of Greco-Roman and Egyptian polytheistic beliefs contributing to the spread of the cults of Osiris and Isis in the Mediterranean

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Question 2 — Long Essay Question (continued)

D: Analysis and Reasoning (0–2)	**Historical Reasoning:** Uses historical reasoning (e.g., comparison, causation, continuity and change over time) to frame or structure an argument that addresses the prompt (1 point) *To earn the first point the response must demonstrate the use of historical reasoning to frame or structure an argument about how different factors led to the emergence or spread of religions in the period from 600 B.C.E. to 600 C.E.* **OR** **Complexity:** 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 prompt (2 points) *To earn the second point the response must demonstrate a complex understanding of how different factors led to the emergence or spread of religions in the period from 600 B.C.E. to 600 C.E.* *This understanding must be part of the argument, not merely a phrase or reference.*	Essays must use historical reasoning to explain how different factors led to the emergence or spread of religions in the period 600 B.C.E. to 600 C.E. *Examples of using historical reasoning might include:* • Explaining how state support led to the spread of a religion or a belief system • Explaining how changes in trading patterns or volumes influenced the spread of religions or belief systems • Explaining how different or similar factors led to the spread of one or more religions or belief systems in different places **OR** *Demonstrating complex understanding might include:* • Explaining the nuance of an issue by analyzing multiple variables or by considering diverse or alternative perspectives or evidence, such as constructing an argument about the interaction of multiple factors in the spread of religious or cultural tradition in this period • Qualifying or modifying the main argument of the essay to demonstrate awareness of historical complexity, such as constructing an argument that political or economic factors led not only to the spread but sometimes also to the transformation of religious traditions through cultural syncretism • Explaining relevant and insightful connections across time and space, such as explaining how the same factors that led to the spread of religions or belief systems in the period from 600 B.C.E. to 600 C.E. also led to the spread of religions or belief systems before or after that time period
If response is completely blank, enter - - for all four score categories: A, B, C, and D.		

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Question 2 — Long Essay Question (continued)

Scoring Notes

Introductory 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.

Note: Student samples are quoted verbatim and may contain grammatical errors.

A. Thesis/Claim (0–1 point)

Responses earn **1** point by responding to the prompt with a historically defensible thesis that establishes a line of reasoning about the topic. To earn this point the thesis must make a claim that responds to the prompt rather than simply restating or rephrasing the prompt. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.

The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.

The thesis must take a position on the factors that led to the spread of religions or belief systems in the period 600 B.C.E. to 600 C.E.

The thesis does not need to encompass the entire period, but it must identify a relevant development or developments in the period.

Note: The thesis does not need to refer to a specific religion or belief system. The three religions listed in the introductory statement are provided as examples; it is not required that a successful thesis focus on one of these three religions.

Examples of acceptable theses (hypothetical):

- "The expansion of empires and long-distance trade helped spread religions in the period 600 B.C.E. to 600 C.E. because these processes facilitated contact between different peoples." (*Responds to the prompt with a claim that establishes a line of reasoning*)
- "Long-distance trade was the most significant factor in the spread of religions such as Buddhism and Christianity in the period 600 B.C.E. to 600 C.E. because trade facilitated greater and more enduring contact among cultural groups." (*Responds to the prompt with an evaluative claim that establishes a line of reasoning*)
- "Religions spread in the period 600 B.C.E. to 600 C.E. because they received state support." (*Responds to the prompt with a minimally acceptable claim that establishes a line of reasoning*)

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Question 2 — Long Essay Question (continued)

Examples of unacceptable theses (hypothetical):

- "New religions spread across Afro-Eurasia in the period 600 B.C.E. to 600 C.E." (*Offers a historically defensible claim but includes no additional information beyond what is provided in the introductory statement and no indication of a line of reasoning.*)
- "The spread of Buddhism and Confucianism to China shows that military conquest was the most significant factor in spreading religion in the period 600 B.C.E. to 600 C.E. because rulers preferred to force others to accept their ideas." *(Not a historically defensible claim)*
- "Afro-Eurasia was a melting pot of religious groups who shared ideas while trading." *(Potentially relevant to the prompt, but does not reference a specific factor leading to the spread of religions*)

B. Contextualization (0–1 point)

Responses earn **1** point by describing a broader historical context relevant to the prompt. To earn this point the response must relate the topic of the prompt to broader historical events, developments, or processes that occurred before, during, or continued after the time frame 600 B.C.E. to 600 C.E. This point is not awarded for merely a phrase or a reference.

To earn the point the essay must accurately describe a context relevant to the emergence and spread of new religions or belief systems in the period 600 B.C.E. to 600 C.E.

Note: Contextualization attempts that refer to events after the period 600 B.C.E. to 600 C.E. can earn the contextualization point only if the events are immediately adjacent to the period.

Example of acceptable contextualization: (hypothetical):

- "In the period 600 B.C.E. to 600 C.E., large imperial states such as the Roman Empire and Han China dominated big parts of Afro-Eurasia and helped spread technology and religion." (*Relates broader events and developments to the topic*)

Examples of unacceptable contextualization (hypothetical):

- "Buddhism originated in India." (*Potentially relevant, but is merely a reference and does not meet the requirement of "describe"*)
- "Alexander's conquests destroyed the Persian empire and briefly unified politically all of the eastern Mediterranean." (*Potentially relevant, but has no clear link to the spread of religions*)

C. Evidence (0–2 points)

Evidence

Responses earn **1** point by providing at least two specific examples of evidence relevant to the **topic** of the prompt. Responses can earn this point without earning the point for a thesis statement. To earn this point the response must identify specific historical examples of evidence relevant to the topic of how religions or belief systems spread in the period 600 B.C.E. to 600 C.E. These examples of evidence must be different from the information used to earn the point for contextualization.

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Question 2 — Long Essay Question (continued)

Typically, statements credited as **contextualization** will be more general statements that place an argument or a significant portion of it in a broader context. Statements credited as **evidence** will typically be more specific information.

For the three religions listed in the introductory statement, general assertions that they spread during the period should not be credited as "specific historical examples."

Example of a statement that counts toward earning 1 point for evidence (hypothetical):

- "Emperor Constantine's policies helped spread Christianity across the Roman Empire." (Counts toward earning the point because there is a specific historical example relevant to the prompt)

Example of a statement that does not count toward earning 1 point for evidence (hypothetical):

- "Christianity emerged and spread during the period 600 B.C.E. to 600 C.E."(Does not count toward earning the point because there is no specific information beyond what is provided in the introductory statement)

OR

Supports an Argument

Responses earn **2** points if they support an **argument** in response to the prompt using specific and relevant examples of evidence. To earn the second point the response must use specific historical evidence to support an argument regarding how religions or belief systems spread in the period 600 B.C.E. to 600 C.E.

Example of successfully supporting an argument with evidence (hypothetical):

- "Roman persecutions of Christian populations in the Mediterranean prior to 300 C.E. failed to stop the spread of the new religion. The emperor Constantine I recognized this fact and became convinced that legalizing Christianity would unify the empire and bolster his legitimacy as a ruler. So Constantine issued the Edict of Milan and held a great church council at Nicaea." (*Uses multiple, specific pieces of evidence in accurate support of an argument that addresses the prompt*)

D. Analysis and Reasoning (0–2 points)

Historical Reasoning

Responses earn **1** point by using a historical reasoning skill to frame or structure an argument about how religions or belief systems spread in the period 600 B.C.E. to 600 C.E. To earn this point the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven, imbalanced, or inconsistent.

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Question 2 — Long Essay Question (continued)

Examples of using historical reasoning might include:

- Explaining how state support led to the spread of a religion or a belief system
- Explaining how changes in trading patterns or volumes influenced the spread of religions or belief systems
- Explaining how different or similar factors led to the spread of one or more religions or belief systems in different places

OR

Complexity

Responses earn **2** points by demonstrating a complex understanding of the ways in which religions or belief systems spread in the period 600 B.C.E. to 600 C.E. by using evidence to corroborate, qualify, or modify an argument that addresses the question.

Demonstrating complex understanding might include:

- Explaining the nuance of an issue by analyzing multiple variables or by considering diverse or alternative perspectives or evidence, such as constructing an argument about the interaction of multiple factors in the spread of religious or cultural tradition in this period
- Qualifying or modifying the main argument of the essay to demonstrate awareness of historical complexity, such as constructing an argument that political or economic factors led not only to the spread but sometimes also to the transformation of religious traditions through cultural syncretism
- Explaining relevant and insightful connections across time and space, such as explaining how the same factors that led to the spread of religions or belief systems in the period 600 B.C.E. to 600 C.E. also led to the spread of religions or belief systems before or after that time period

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Question 3 — Long Essay Question

"In the period 1450–1750, oceanic voyages resulted in the Columbian Exchange, which transformed the Eastern and Western Hemispheres.

Develop an argument that evaluates how the Columbian Exchange affected peoples in the Americas in this time period."

Maximum Possible Points: 6

Points	Rubric	Notes
A: Thesis/Claim (0–1)	**Thesis/Claim:** Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning (1 point) *To earn this point the thesis must make a claim that responds to the prompt, rather than merely restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.*	The thesis statement must make a historically defensible claim about how the Columbian Exchange affected peoples in the Americas in the period 1450–1750, with some indication of the reasoning for making that claim. *The thesis is not required to encompass the entire period, but it must identify a relevant development or developments in the period.* *Note: The phrase "peoples in the Americas" may mean Native American/Amerindian peoples OR Africans or Europeans living in the Americas during the time period.* *Examples:* • "The Columbian Exchange had a profound impact on the Americas most notably by diversifying American populations through migrations of Europeans and enslaved Africans, but also by introducing new crops and domesticated animals." (*Responds to the prompt with an evaluative claim that establishes a line of reasoning*) • "The Columbian Exchange had a negative effect on peoples in the Americas in the period 1450–1750 because many of them died from European diseases." (*Responds to the prompt with a minimally acceptable claim that establishes a line of reasoning*)
B: Contextualization (0–1)	**Contextualization:** Describes a broader historical context relevant to the prompt. (1 point) *To earn this point 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. This point is not awarded for merely a phrase or a reference.*	To earn this point the essay must accurately describe a context relevant to the effects of the Columbian Exchange on the peoples in Americas in the period 1450–1750. *Example:* • "It is generally believed that the Americas were first settled by people from Siberia, who then remained isolated from the rest of the world for thousands of years." (*Relates broader events and developments to the topic*)

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Question 3 — Long Essay Question (continued)

C: Evidence (0–2)	**Evidence:** Provides specific examples of evidence relevant to the **topic** of the prompt (1 point)	To earn the first point the response must identify at least two specific historical examples relevant to the impact of the Columbian Exchange on peoples in the Americas in the period 1450–1750. *Note: General assertions containing no specific information beyond what is provided in the introductory statement should not be credited as "specific historical examples."* *Example (acceptable):* • "Europeans' attempts to reach Asia by sailing west resulted in Europeans' encountering the Americas." (*Counts toward earning the point because there is a specific historical example relevant to the prompt*) *Example (unacceptable):* • "The Columbian Exchange was a direct outcome of the European oceanic voyages." (*Does not count toward earning the point because there is no specific information beyond what is provided in the introductory statement*)
	OR **Supports an Argument:** Supports an **argument** in response to the prompt using specific and relevant examples of evidence (2 points)	**OR** To earn the second point the response must use at least two specific historical examples to support an argument in response to the prompt. *If a response has a multipart argument (e.g., the Columbian Exchange had a detrimental impact on Native Americans but a beneficial impact on Europeans settling in the Americas), then the response can earn the second point by using only one specific historical example for each part of the multipart argument (but the total number of examples used must still be at least two).* *Evidence used to support an argument might include:* • The introduction of Eastern Hemisphere diseases such as measles and smallpox leading to sharp declines in Amerindian populations soon after the arrival of the Europeans. • The transfer of horses and cattle allowing Europeans to make a living in the grasslands of North and South America thereby driving out Native peoples living in these areas. • The adoption of American crops (such as corn and potatoes) and Amerindian agricultural techniques (such as the *milpa* or altitude-dependent agriculture in the Andes) allowed both European immigrants and enslaved African populations in the Americas to grow.

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Question 3 — Long Essay Question (continued)

D: Analysis and Reasoning (0–2)	**Historical Reasoning:** Uses historical reasoning (e.g., comparison, causation, continuity and change over time) to frame or structure an argument that addresses the prompt (1 point) *To earn the first point the response must demonstrate the use of historical reasoning to frame or structure an argument about how the Columbian Exchange affected peoples in the Americas in the period 1450–1750*	Essays must use historical reasoning to explain how the Columbian Exchange affected peoples in the Americas in the period 1450–1750. *Examples of using historical reasoning might include:* • Explaining how historical isolation led to peoples in the Western and Western hemispheres developing a different set of agricultural crops and practices, as well as different technologies and biological/immunological characteristics • Explaining how the population transfers following the European exploration and settlement of the Americas led to the technological, agricultural, and biological transfers of the Columbian Exchange • Explaining the differential impacts of the processes of the Columbian Exchange on Amerindian, European-American, and African-American populations in the Americas
	OR	**OR**
	Complexity: 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 prompt (2 points) *To earn the second point the response must demonstrate a complex understanding of how the Columbian Exchange affected peoples in the Americas in the period 1450–1750.* *This understanding must be part of the argument, not merely a phrase or reference.*	*Demonstrating complex understanding might include:* • Explaining the nuance of an issue by analyzing multiple factors or by considering diverse or alternative perspectives or evidence, such as <u>constructing an argument</u> that complex processes such as the Columbian exchange could have different, sometimes disparate, effects on peoples in the Americas (for example, the demographic catastrophe in the aftermath of the initial contact versus the longer-term increased economic activity because of plantation agriculture) • Qualifying or modifying the main argument of the essay to demonstrate awareness of historical complexity, such as <u>constructing an argument</u> that explains how the processes of the Columbian Exchange had both intended and unintended effects (for example, the deliberate introduction of Afro-Eurasian crops and domesticated animals versus the unintended transfer of pathogens, disease vectors, and invasive species)

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Question 3 — Long Essay Question (continued)

		• Explaining relevant and insightful connections across time and space, such as explaining how some of the effects of the Columbian Exchange (the demographic effects from the transfer of pathogens) happened relatively quickly, while other effects (the demographic and ecological effects from the adoption of new crops) happened over many decades or centuries, or explaining significant regional variations in the effect of the Columbian exchange on peoples in the Americas, such as the near complete population collapse of Amerindian populations in the Caribbean versus the more limited impact in the major population centers in Mesoamerica and the Andes
If response is completely blank, enter - - for all four score categories: A, B, C, and D.		

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Question 3 — Long Essay Question (continued)

Scoring Notes

Introductory 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.

Note: Student samples are quoted verbatim and may contain grammatical errors.

A. Thesis/Claim (0–1 point)

Responses earn **1** point by responding to the prompt with a historically defensible thesis that establishes a line of reasoning about the topic. To earn this point the thesis must make a claim that responds to the prompt rather than simply restating or rephrasing the prompt. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.

The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.

The thesis must take a position on how the Columbian Exchange affected peoples in <u>the Americas in the</u> period 1450–1750.

The thesis is <u>not</u> required to encompass the entire period, but it must identify a relevant development or developments in the period.

Note: the phrase "peoples in the Americas" may mean Native American/Amerindian peoples OR Africans or Europeans living in the Americas during the time period.

Examples of acceptable theses (hypothetical):

- "The Columbian Exchange had a profound impact on the Americas most notably by diversifying American populations through migrations of Europeans and enslaved Africans, but also by introducing new crops and domesticated animals." (*Responds to the prompt with an evaluative claim that establishes a line of reasoning*)
- "The Columbian Exchange had a negative effect on peoples in the Americas in the period 1450–1750 because many of them died from European diseases." (*Responds to the prompt with a minimally acceptable claim that establishes a line of reasoning*)

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Question 3 — Long Essay Question (continued)

Examples of unacceptable theses (hypothetical):

- "The Columbian Exchange transformed the lives of peoples living in the Americas in the period 1450–1750." (*Offers a historically defensible claim, but includes no additional information beyond what is provided in the introductory statement and no indication of a line of reasoning*)
- "The Columbian Exchange affected the Americas by wiping out the Indians and giving Europeans an empty continent in which to settle." *(Not a historically defensible claim)*
- "A strong desire to spread Christianity led Europeans to launch their transoceanic voyages in the 1400s." *(Does not respond directly to the prompt because there is no clear link to the Columbian Exchange)*

B. Contextualization (0–1 point)

Responses earn **1** point by describing a broader historical context relevant to the prompt. To earn this point the response must relate the topic of the prompt to broader historical events, developments, or processes that occurred before, during, or continued after the time frame 1450–1750. This point is not awarded for merely a phrase or a reference.

To earn this point the essay must accurately describe a context relevant to the effects of the Columbian Exchange on the peoples in Americas in the period 1450–1750.

Example of acceptable contextualization (hypothetical):

- "It is generally believed that the Americas were first settled by people from Siberia, who then remained isolated from the rest of the world for thousands of years." (*Relates broader events and developments to the topic*)

Examples of unacceptable contextualization (hypothetical):

- "Smallpox, influenza, and plague were 'Old World' diseases." (*Potentially relevant, but is merely a reference and does not meet the requirement of "describe"*)
- "The Inca in South America, and the Aztecs in Mesoamerica had built the two largest Native American empires by 1450." (*Potentially relevant, but has no clear link to the Columbian Exchange*)

C. Evidence (0–2 points)

Evidence

Responses earn **1** point by providing at least two specific examples of evidence relevant to the **topic** of the prompt. Responses can earn this point without earning the point for a thesis statement. To earn this point the response must identify specific historical examples of evidence relevant to the topic of the effects of the Columbian Exchange on the peoples in Americas in the period 1450–1750. These examples of evidence must be different from the information used to earn the point for contextualization.

Typically, statements credited as **contextualization** will be more general statements that place an argument or a significant portion of it in a broader context. Statements credited as **evidence** will typically be more specific information.

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Question 3 — Long Essay Question (continued)

General assertions containing no specific information beyond what is provided in the introductory statement should not be credited as "specific historical examples."

Example of a statement that counts toward earning 1 point for evidence (hypothetical):

- "Europeans' attempts to reach Asia by sailing west resulted in Europeans' encountering the Americas." *(Counts toward earning the point because there is a specific historical example relevant to the prompt)*

Example of a statement that does not count toward earning 1 point for evidence (hypothetical):

- "The Columbian Exchange was a direct outcome of the European oceanic voyages." *(Does not count toward earning the point because there is no specific information beyond what is provided in the introductory statement)*

OR

Supports an Argument

Responses earn **2** points if they support an **argument** in response to the prompt using specific and relevant examples of evidence. To earn the second point the response must use specific historical evidence to support an argument regarding how the Columbian Exchange affected peoples in the Americas in the period 1450–1750.

Example of successfully supporting an argument with evidence:

- "Within a few years of their arrival in Mexico and Peru, Spanish priests and conquistadors began to notice that large numbers of Indians were dying of infectious disease. Illustrated Aztec and Inca chronicles from the first years after the conquest also show many people sick or dying from smallpox. There were also outbreaks of measles and typhoid. Native Americans died from these diseases in disproportionately high numbers, which resulted in a dramatic decline in their populations across the Americas." (*Uses multiple, specific pieces of evidence in accurate support of an argument that addresses the prompt*)

D. Analysis and Reasoning (0–2 points)

Historical Reasoning

Responses earn **1** point by using a historical reasoning skill to frame or structure an argument about the effects of the Columbian Exchange on the peoples in Americas in the period 1450–1750. To earn this point the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven, imbalanced, or inconsistent.

Examples of using historical reasoning might include*:*

- Explaining how historical isolation led to peoples in the Eastern and Western hemispheres developing a different set of agricultural crops and practices, as well as different technologies and biological/immunological characteristics

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Question 3 — Long Essay Question (continued)

- Explaining how the population transfers following the European exploration and settlement of the Americas led to the technological, agricultural, and biological transfers of the Columbian Exchange
- Explaining the differential impacts of the processes of the Columbian Exchange on Amerindian, European-American, and African American populations in the Americas

OR

Complexity

Responses earn **2** points by demonstrating a complex understanding of the ways in which the Columbian Exchange affected peoples in the Americas in the period 1450–1750 by using evidence to corroborate, qualify, or modify an argument that addresses the question.

Demonstrating complex understanding might include*:*

- Explaining the nuance of an issue by analyzing multiple factors or by considering diverse or alternative perspectives or evidence, such as constructing an argument that complex processes such as the Columbian exchange could have different, sometimes disparate, effects on peoples in the Americas. (For example, the demographic catastrophe in the aftermath of the initial contact versus the longer-term increased economic activity because of plantation agriculture)
- Qualifying or modifying the main argument of the essay to demonstrate awareness of historical complexity, such as constructing an argument that explains how the processes of the Columbian Exchange had both intended and unintended effects. (For example, the deliberate introduction of Afro-Eurasian crops and domesticated animals versus the unintended transfer of pathogens, disease vectors, and invasive species)
- Explaining relevant and insightful connections across time and space, such as explaining how some of the effects of the Columbian Exchange (the demographic effects from the transfer of pathogens) happened relatively quickly, while other effects (the demographic and ecological effects from the adoption of new crops) happened over many decades or centuries. Or explaining significant regional variations in the effect of the Columbian exchange on peoples in the Americas, such as the near complete population collapse of Amerindian populations in the Caribbean versus the more limited impact in the major population centers in Mesoamerica and the Andes.

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AP® WORLD HISTORY
2018 SCORING GUIDELINES

Question 4 — Long Essay Question

"In the period 1900 to 2001, people and states around the world adopted political ideologies such as communism, fascism, or nationalism to challenge the existing political and/or social order.

Develop an argument that evaluates how one or more of these political ideologies challenged the existing political and/or social order."

Maximum Possible Points: 6

Points	Rubric	Notes
A: Thesis/Claim (0–1)	**Thesis/Claim:** Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning (1 point) *To earn this point the thesis must make a claim that responds to the prompt, rather than merely restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.*	The thesis statement must make a historically defensible claim about the ways in which communism, fascism, and/or nationalism challenged the existing political and/or social order during the twentieth century, with some indication of the reasoning for making that claim. *The thesis does <u>not</u> need to encompass the entire period, but it must identify a relevant development or developments in the period.* *Note: Nazism should be considered a form of fascism.* *Examples:* • "The political ideologies of communism, fascism, and nationalism became prominent during the 20th c. leaving many countries questioning their own governments. These challenged the existing political and social structures by offering new opportunities in the social order for those that were poor, and by promising sweeping political change to gain support of citizens." (*Responds to the prompt with an evaluative claim that establishes a line of reasoning*) • "Communist movements challenged the existing political order because communists believed in 'All Workers Unite'." (*Responds to the prompt with a minimally acceptable claim that establishes a line of reasoning*)

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Question 4 — Long Essay Question (continued)

B: Contextualization (0–1)	**Contextualization:** Describes a broader historical context relevant to the prompt (1 point) *To earn this point 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. This point is not awarded for merely a phrase or a reference.*	To earn this point the essay must accurately describe a context relevant to the ways in which twentieth-century political ideologies challenged the existing political and/or social order. *Example:* • "During this time, as Germany had to pay war reparations in response to losing the Great War, the country began to economically deflate and fall into a Great Depression." (*Relates broader events and developments to the topic*)
C: Evidence (0–2)	**Evidence:** Provides specific examples of evidence relevant to the **topic** of the prompt (1 point) **OR** **Supports an Argument:** Supports an **argument** in response to the prompt using specific and relevant examples of evidence (2 points)	To earn the first point the response must <u>identify at least two specific historical examples</u> relevant to the ways in which communism, fascism, and/or nationalism challenged the existing political, and/or social order during the twentieth century. *Note: General assertions containing no specific information beyond what is provided in the introductory statement should <u>not</u> be credited as "specific historical examples."* *Example (acceptable):* • "Hitler wrote Mein Kampf in which he outlined his Nazi ideology." *(Counts toward earning the point because there is a specific historical example relevant to the prompt).* *Example (unacceptable):* • "Fascism, a twentieth-century political ideology became one of the major challenges to the established political order in that century."*(Does not count toward earning the point because there is no specific information beyond what is provided in the introductory statement).* **OR** To earn the second point, the response must <u>use at least two specific historical examples to support an argument</u> in response to the prompt. *If a response has a multipart argument (e.g., Nazism challenged the political order; Communism did not), then the response can earn the second point by using only one specific historical example for <u>each</u> part of the multipart argument (but the total number of examples used must still be at least two).*

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Question 4 — Long Essay Question (continued)

		Evidence used to support an argument might include: • The Bolsheviks' nationalization and redistribution of property challenging the existing economic order by dispossessing former elites/capitalists and creating state-driven, planned economies • Fascist ideology rejecting parliamentary democracy and individual rights liberalism and embracing instead a political system based on centralized personal leadership, propaganda, and the use of ultranationalist/racist policies • The rise of nationalism in Asia and Africa challenging the global political order and leading to the reorganization or disappearance of European colonial empires
D: Analysis and Reasoning (0–2)	**Historical Reasoning:** Uses historical reasoning (e.g., comparison, causation, continuity and change over time) to frame or structure an argument that addresses the prompt (1 point) *To earn the first point the response must demonstrate the use of historical reasoning to frame or structure an argument about the ways in which communism, fascism, and/or nationalism challenged the existing political and/or social order during the twentieth century.* **OR** **Complexity:** Demonstrates a complex understanding of the historical development that is the focus of prompt, using evidence to corroborate, qualify, or modify an argument that addresses the prompt (2 points) .	Essays must use historical reasoning to explain how communism, fascism, and/or nationalism challenged the existing political and/or social order during the twentieth century. *Examples of using historical reasoning might include:* • Explaining how the ideologies' ability to challenge the political or social order was facilitated by the two world wars • Explaining how major changes of the political or social order in the twentieth century (e.g., the Versailles settlement or the Cold War) gave rise to new ideological challenges (e.g., Nazism, the Non-Aligned Movement) • Explaining the effects of more than one ideology on the political or social order **OR** *Demonstrating complex understanding might include:* • Explaining the nuance of an issue by analyzing multiple factors or by considering diverse or alternative perspectives or evidence, such as <u>constructing an argument</u> that some ideologies may challenge certain aspects of the established order while reinforcing other aspects (e.g., fascist governments' support for big business)

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Question 4 — Long Essay Question (continued)

	To earn the second point the response must demonstrate a complex understanding of the ways in which communism, fascism, and/or nationalism challenged the existing political and/or social order during the twentieth century. *This understanding must be part of the argument, not merely a phrase or reference.*	• Qualifying or modifying the main argument of the essay to demonstrate awareness of historical complexity, such as constructing an argument that explains how Soviet and Chinese economic policies, while outwardly championing the rights of industrial workers or peasants (as mandated by communist ideology), ended up enriching the communist party elite, while leading to the impoverishment of workers and peasants • Explaining relevant and insightful connections across time and space, such as explaining how the effects of ideologies on the established order changed over the course of the century (e.g., nationalism being extremely disruptive of the established order in the first half of the century, but becoming tempered by international institutions and regional economic cooperation in the second half of the century). Or explaining how Social Democracy in Europe (after 1945) successfully blunted the extent of communism's challenge to the established economic and political order by developing a system of mixed public-private economic policies and embracing parliamentary democracy
If response is completely blank, enter - - for all four score categories: A, B, C, and D.		

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Question 4 — Long Essay Question (continued)

Scoring Notes

Introductory 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.

Note: Student samples are quoted verbatim and may contain grammatical errors.

A. Thesis/Claim (0–1 point)

Responses earn **1** point by responding to the prompt with a historically defensible thesis that establishes a line of reasoning about the topic. To earn this point the thesis must make a claim that responds to the prompt rather than simply restating or rephrasing the prompt. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.

The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.

The thesis must take a position on how communism, fascism, and/or nationalism challenged the existing political and/or social order during the twentieth century, with some indication of the reasoning for making that claim.

The thesis is <u>not</u> required to encompass the entire period, but it must identify a relevant development or developments in the period.

Note: Nazism should be considered a form of fascism.

Examples of acceptable theses (hypothetical):

- "The political ideologies of communism, fascism, and nationalism became prominent during the 20th c. leaving many countries questioning their own governments. These challenged the existing political and social structures by offering new opportunities in the social order for those that were poor, and by promising sweeping political change to gain support of citizens." (*Responds to the prompt with an evaluative claim that establishes a line of reasoning*)
- "The Cold War made it possible for decolonization movements to embrace both nationalism and socialism, thus challenging both the existing political order and the existing economic order." (*Responds to the prompt with an evaluative claim that establishes a line of reasoning*)

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Question 4 — Long Essay Question (continued)

- "Communist movements challenged the existing political order because communists believed in 'All Workers Unite'." (*Responds to the prompt with a minimally acceptable claim that establishes a line of reasoning*)

Examples of unacceptable theses (hypothetical):

- "Fascism was one ideology that completely disrupted the existing political order." (*Offers a historically defensible claim, but includes no additional information beyond what is provided in the introductory statement, and no indication of a line of reasoning*)
- "The success of nationalist decolonization movements overhauled the established political and social order by ensuring that former colonial powers such as Britain, France, and the U.S. were no longer a factor in international relations." *(Not a historically defensible claim)*
- "Communist governments in the Soviet Union and elsewhere usually nationalized factories, collectivized land in communal farms and invested in large-scale economic development projects *(Does not respond directly to the prompt because there is no clear link to challenges to the existing political and/or social order)*

B. Contextualization (0–1 point)

Responses earn **1** point by describing a broader historical context relevant to the prompt. To earn this point the response must relate the topic of the prompt to broader historical events, developments, or processes that occurred before, during, or continued after the time frame 1900–2001. This point is not awarded for merely a phrase or a reference.

To earn this point the essay must accurately describe a context relevant to the ways in which twentieth-century political ideologies challenged the existing political and/or social order.

Example of acceptable contextualization (hypothetical):

- "Communism grew out of Marx and Engels' observation that capitalism led to the mistreatment of factory workers by their bosses." (*Relates broader events and developments to the topic*)

Examples of unacceptable contextualization (hypothetical):

- "Fascists rejected the teachings of liberalism." (*Potentially relevant, but is merely a reference and does not meet the requirement of "describe"*)
- "The twentieth century, especially after the end of World War I has been called the era of the nation-state."(*Potentially relevant, but has no clear ideologies challenging the existing political and/or social order*)

C. Evidence (0–2 points)

Evidence

Responses earn **1** point by providing at least two specific examples of evidence relevant to the **topic** of the prompt. Responses can earn this point without earning the point for a thesis statement. To earn this point the response must identify specific historical examples of evidence relevant to the topic of the ways in which

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Question 4 — Long Essay Question (continued)

communism, fascism, and/or nationalism challenged the existing political and/or social order during the twentieth century. These examples of evidence must be different from the information used to earn the point for contextualization.

Typically, statements credited as **contextualization** will be more general statements that place an argument or a significant portion of it in a broader context. Statements credited as **evidence** will typically be more specific information.

General assertions containing no specific information beyond what is provided in the introductory statement should not be credited as "specific historical examples."

Example of a statement that counts toward earning 1 point for evidence (hypothetical):

- "Hitler wrote Mein Kampf in which he outlined his Nazi ideology."(*Counts toward earning the point because there is a specific historical example relevant to the prompt)*

Example of a statement that does not count toward earning 1 point for evidence (hypothetical):

- "Fascism, a twentieth-century political ideology became one of the major challenges to the established political order in that century." *(Does not count toward earning the point because there is no specific information beyond what is provided in the introductory statement)*

OR

Supports an Argument

Responses earn **2** points if they support an **argument** in response to the prompt using specific and relevant examples of evidence. To earn the second point the response must use specific historical evidence to support an argument regarding how political ideologies challenged the existing political and/or social order in the period 1900–2001.

Example of successfully supporting an argument with evidence:

- "The Soviet Union tried to "export" communism to other countries by funding communist parties in Western Europe and in Asia and, after World War II, by establishing a large network of socialist client states, including Cuba, Vietnam, and Angola." (*Uses multiple, specific pieces of evidence in accurate support of an argument that addresses the prompt*)

D. Analysis and Reasoning (0–2 points)

Historical Reasoning

Responses earn **1** point by using a historical reasoning skill to frame or structure an argument about the ways in which communism, fascism and/or nationalism challenged the existing political and/or social order during the twentieth century. To earn this point the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven, imbalanced, or inconsistent.

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Question 4 — Long Essay Question (continued)

Examples of using historical reasoning might include:

- Explaining how the ideologies' ability to challenge the political or social order was facilitated by the two world wars
- Explaining how major changes of the political or social order in the twentieth century (e.g., the Versailles settlement or the Cold War) gave rise to new ideological challenges (e.g., Nazism, the Non-Aligned Movement)
- Explaining the effects of more than one ideology on the political or social order

OR

Complexity

Responses earn **2** points by demonstrating a complex understanding of the ways in which communism, fascism, and/or nationalism challenged the existing political and/or social order during the twentieth century, by using evidence to corroborate, qualify, or modify an argument that addresses the question.

Demonstrating a complex understanding might include*:*

- Explaining the nuance of an issue by analyzing multiple factors or by considering diverse or alternative perspectives or evidence, such as constructing an argument that some ideologies may challenge certain aspects of the established order while reinforcing other aspects (e.g., fascist governments' support for big business)
- Qualifying or modifying the main argument of the essay to demonstrate awareness of historical complexity, such as constructing an argument that explains how Soviet and Chinese economic policies, while outwardly championing the rights of industrial workers or peasants (as mandated by communist ideology), ended up enriching the communist party elite, while leading to the impoverishment of workers and peasants
- Explaining relevant and insightful connections across time and space, such as explaining how the effects of ideologies on the established order changed over the course of the century (e.g., nationalism being extremely disruptive of the established order in the first half of the century, but becoming tempered by international institutions and regional economic cooperation in the second half of the century.) Or explaining how Social Democracy in Europe (after 1945) successfully blunted the extent of communism's challenge to the established economic and political order by developing a system of mixed public-private economic policies and embracing parliamentary democracy

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