

2022

AP<sup>®</sup>

 CollegeBoard

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# AP<sup>®</sup> European History

## Scoring Guidelines

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

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timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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

**(A)** Describe the main argument the author makes about the Enlightenment in the passage. **1 point**

**Examples that earn this point include the following:**

- The Enlightenment’s key feature was the increasing emphasis on secular rather than religious matters.
- The Enlightenment built on the secularization that had already occurred during the Scientific and Commercial Revolutions.
- Enlightenment thinkers increasingly sought secular solutions for social and political problems.
- The increasing emphasis on secular affairs generated a major increase in innovative thinking about social and political issues.

**(B)** Explain how one piece of evidence not in the passage supports the author’s claims regarding the Enlightenment. **1 point**

**Examples that earn this point include the following:**

- Enlightenment thinkers such as Voltaire called for the decreased emphasis on religion, seeing it as a source of conflict and division.
- Enlightenment works such as the *Encyclopédie* concentrated on material and secular subjects, largely ignoring religion.
- Enlightenment thinkers accepted many ideas from the Scientific Revolution (like heliocentrism) that challenged religious teachings.
- Enlightenment thinkers such as Mary Wollstonecraft supported a new social order based on reason and not on traditional religious values.
- Economic theories such as Adam Smith’s concentrated on rational self-interest rather than ideas of “just price” or morality.
- Salons allowed for the spread of new intellectual ideas and broke away from the influence of traditional religious beliefs.
- Elites embraced Deism which questioned traditional ideals and valued human reason.

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- (C)** Explain how secularization, as described in the passage, influenced one political change in the period 1750 to 1850. **1 point**

**Examples that earn this point include the following:**

- French revolutionaries challenged the principle of divine right monarchy and attempted to establish a secular basis for government.
- Because of their skepticism about established religion, French Revolutionaries in the liberal phase nationalized the Catholic Church.
- French Revolutionaries in the radical phase attempted to de-Christianize France.
- Revolution of 1830 in France was in part caused by hostility to the conservative Catholic regime of the Bourbon Restoration.
- Revolutions of 1848 were based on nationalistic ideas or economic causes; religion played little part for most revolutionaries.
- Enlightened monarchs supported more religious toleration and instituted political reforms.
- Secularization diminished the claim of divine right and led to constitutional governments founded on the basis of individual rights and separation of church and state.
- In general, revolutions sought to improve material conditions and secular government.

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**Total for question 1 3 points**

**Question 2: Short Answer Primary Source Image****3 points****General Scoring Notes**

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- **Clarity:** Exam responses should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.
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**(A)** Describe the attitude toward poverty expressed in the painting. **1 point**

**Examples that earn this point include the following:**

- The artist is sympathetic to people experiencing poverty.
- The painting expresses the tragedy and sorrow of poverty.
- The middle class should notice the poor.
- People in poverty do not lose their dignity.
- Poverty need not result in child neglect or a lack of familial love.

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**(B)** Describe a broader context in which the painting was produced. **1 point**

**Examples that earn this point include the following:**

- Industrialization attracted many people to cities, impoverishing those who could not find stable employment and income.
- Cities were unprepared for the rapid urban growth, causing the poor to live in overcrowded and squalid conditions.
- The Industrial Revolution forced women and children to work in factories and mines for insufficient wages.
- Despite economic improvements during the Second Industrial Revolution, poverty persisted.
- Realism and Naturalism portrayed life accurately and sought to expose social problems, breaking with the idealized style of Romanticism.

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- (C)** Explain one way in which reformers during the late 1800s and early 1900s attempted to address the problems of poverty in Europe. **1 point**

**Examples that earn this point include the following:**

- Social welfare systems, such as pensions and worker’s insurance, were gradually set up to protect some people from economic instability.
- Laws like the factory acts, mines acts, and public health acts sought to shield the poor from the exploitation of industrialization.
- Improvements in housing regulations, sanitation, and air quality gradually lifted the living standards of the poor.
- Unionization led to better wages and labor conditions for the working class.
- Marxism, Chartism, and the rise of Socialist parties empowered the poor and accelerated welfare legislation.
- Reformers attempted to distinguish between the “deserving poor” (who were seen as victims, such as the family in the image) and the “undeserving poor” (who were seen as responsible for their own problems).
- Religious foundations, such as the Salvation Army, attempted to meet the material as well as the moral needs of those living in poverty.
- Urban police forces were created to maintain order and protect property.
- Social workers, philanthropists, and urban organizations such as Settlement Houses attempted to address the living conditions, lack of education, or lack of social mobility faced by the poor.

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**Total for question 2 3 points**

**Question 3: Short Answer, No Stimulus****3 points****General Scoring Notes**

- Each point is earned independently.
- **Accuracy:** These scoring guidelines require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity:** Exam responses should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.
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**(A)** Describe one significant cultural or intellectual change during the Renaissance. **1 point**

**Examples that earn this point include the following:**

- The increasing emphasis on secular life and achievements as opposed to religious
- The use of classical models for art, literature, and politics
- The focus on the perfection of the individual and the value of individual accomplishments

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**(B)** Explain one cause of cultural or intellectual change during the Renaissance. **1 point**

**Examples that earn this point include the following:**

- Many classical Greek and Roman texts were rediscovered, leading to a greater interest in classical models.
  - The invention of the printing press led to an increase in knowledge and the spread of Renaissance ideas to a larger community.
  - Traditional political and social structures were under stress, leading intellectuals to seek other models for state and society.
  - The accumulation of wealth and political power in Italian city-states led to competition in arts and culture as well as politics.
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- (C)** Describe a significant difference between the art of the Italian Renaissance and the art of the Protestant Reformation. **1 point**

**Examples that earn this point include the following:**

- Renaissance art was more likely to focus on secular themes, while Reformation art was almost exclusively religious.
- Italian Renaissance art tended to stress luxury and the lifestyle of the elite; Protestant Reformation art was more likely to portray people living more modest lives.
- Renaissance art was often intended to enhance the prestige of the patron, while Reformation art was generally intended to be morally instructive.

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**Total for question 3 3 points**

**Question 4: Short Answer, No Stimulus****3 points****General Scoring Notes**

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

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- (A)** Describe one significant change in the relationship between Western Europe and other parts of the world after 1945. **1 point**

**Examples that earn this point include the following:**

- Western Europe's relationship with Eastern Europe, in particular with the Soviet Union, deteriorated and/or grew more tense.
- Western Europe increasingly relied on the United States for financial and/or political support.
- Western Europe no longer had direct control of large overseas colonial empires.
- Western Europe declined in economic and/or political power.
- Western European countries helped found and support international cooperative bodies such as the United Nations and/or NATO in an effort to replace older patterns of international competition.

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- (B)** Explain one cause for change in the relationship between Western Europe and other parts of the world after 1945. **1 point**

**Examples that earn this point include the following:**

- The rise of the United States and the Soviet Union to positions of dominance after the Second World War forced Western Europe into greater dependence on the United States during the Cold War.
- The growing economic rivalry between free-market capitalism and communism
- The destructive effects of the World Wars on Europe.
- The continued emergence of nationalist movements resistant to colonial rule in places like Africa, Asia, and the Caribbean.
- The development and increasing prominence of communism in the late 19<sup>th</sup> and early 20<sup>th</sup> centuries.



- (C)** Describe one continuity in the economic relationship between Western Europe and other parts of the world in the period from the late 1800s through the late 1900s. **1 point**

**Examples that earn this point include the following:**

- Western Europe maintained significant economic relationships with former colonies even after decolonization.
- In both periods, Western Europe was a significant importer of raw materials from other parts of the world.
- In both periods, Western Europe was a significant exporter of manufactured goods to other parts of the world.
- In both periods, European investment capital was a significant driver of economic development in many parts of the world.

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**Total for question 4 3 points**

## Question 1: Document-Based Question, English Civil War

7 points

### General Scoring Notes

- Except where otherwise noted, each point of these rubrics is earned independently; for example, a student could earn a point for evidence without earning a point for thesis/claim.
- **Accuracy:** The components of these rubrics require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity:** Exam essays should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.

Evaluate whether the English Civil War (1642–49) was motivated primarily by religious reasons or primarily by political reasons.

Reporting Category	Scoring Criteria			
<p><b>Row A</b> <b>Thesis/Claim</b>  <b>(0-1 points)</b></p>	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.</p>		
<b>Decision Rules and Scoring Notes</b>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>• Are not historically defensible.</li> <li>• Only restate or rephrase the prompt.</li> <li>• Do not respond to the prompt.</li> <li>• Do not establish a line of reasoning.</li> <li>• Are overgeneralized.</li> </ul> <p><b>Examples that do not earn this point:</b></p> <p><b>Provide a historically defensible claim, but do not establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li>• <i>“The English Civil war was primarily a religious conflict.”</i></li> </ul> <p><b>Establish a line of reasoning, but do not provide a historically defensible claim</b></p> <ul style="list-style-type: none"> <li>• <i>“Puritans like Cromwell were the strongest opponents of the king.”</i></li> </ul> </td> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>• The response must provide a historically defensible thesis or claim that establishes a position on whether the English Civil War was motivated primarily by religious or political reasons. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument.</li> </ul> <p><b>Examples that earn this point:</b></p> <p><b>Establish a line of reasoning that evaluates the topic of the prompt</b></p> <ul style="list-style-type: none"> <li>• <i>“The English Civil war brought together groups opposing Charles’ political policies of ruling as an absolute monarch and his religious policies of dictating to the Church, so the motives were highly mixed.”</i></li> </ul> <p><b>Establish a line of reasoning that evaluates the topic of the prompt with analytic categories</b></p> <ul style="list-style-type: none"> <li>• <i>“The rebellion against King Charles was driven by religious concerns over the threat of Catholicism and the King’s attempts to suppress Puritanism.”</i></li> </ul> <p><b>Establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li>• <i>“The leaders of the rebellion in the English Civil war were mostly interested in defending the powers of Parliament against the king and thus they were politically motivated.”</i> (Minimally acceptable thesis/claim)</li> </ul> </td> </tr> </table>			<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>• Are not historically defensible.</li> <li>• Only restate or rephrase the prompt.</li> <li>• Do not respond to the prompt.</li> <li>• Do not establish a line of reasoning.</li> <li>• Are overgeneralized.</li> </ul> <p><b>Examples that do not earn this point:</b></p> <p><b>Provide a historically defensible claim, but do not establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li>• <i>“The English Civil war was primarily a religious conflict.”</i></li> </ul> <p><b>Establish a line of reasoning, but do not provide a historically defensible claim</b></p> <ul style="list-style-type: none"> <li>• <i>“Puritans like Cromwell were the strongest opponents of the king.”</i></li> </ul>	<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>• The response must provide a historically defensible thesis or claim that establishes a position on whether the English Civil War was motivated primarily by religious or political reasons. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument.</li> </ul> <p><b>Examples that earn this point:</b></p> <p><b>Establish a line of reasoning that evaluates the topic of the prompt</b></p> <ul style="list-style-type: none"> <li>• <i>“The English Civil war brought together groups opposing Charles’ political policies of ruling as an absolute monarch and his religious policies of dictating to the Church, so the motives were highly mixed.”</i></li> </ul> <p><b>Establish a line of reasoning that evaluates the topic of the prompt with analytic categories</b></p> <ul style="list-style-type: none"> <li>• <i>“The rebellion against King Charles was driven by religious concerns over the threat of Catholicism and the King’s attempts to suppress Puritanism.”</i></li> </ul> <p><b>Establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li>• <i>“The leaders of the rebellion in the English Civil war were mostly interested in defending the powers of Parliament against the king and thus they were politically motivated.”</i> (Minimally acceptable thesis/claim)</li> </ul>
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<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs).</li> <li>• The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period.</li> </ul>				

Reporting Category	Scoring Criteria					
<p><b>Row B</b> <b>Contextualization</b></p> <p><b>(0-1 points)</b></p>	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Describes a broader historical context relevant to the prompt.</p>				
<b>Decision Rules and Scoring Notes</b>						
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<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• To earn this point, the context provided must be more than a phrase or reference.</li> </ul>						

Reporting Category	Scoring Criteria		
Row C Evidence  (0-3 points)	<b>Evidence from the Documents</b>		
	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Uses the content of at least <b>three</b> documents to address the <b>topic</b> of the prompt.	<b>2 points</b> Supports an <b>argument</b> in response to the prompt using at least <b>six</b> documents.
	<b>Decision Rules and Scoring Notes</b>		
<b>Responses that do not earn points:</b> <ul style="list-style-type: none"> <li>Use evidence from less than three of the documents</li> <li>Misinterpret the content of the document</li> <li>Quote, without an accompanying description, of the content of the documents</li> <li>Address documents collectively rather than considering separately the content of each document</li> </ul>	<b>Responses that earn 1 point:</b> <ul style="list-style-type: none"> <li>Accurately describe — rather than simply quote — the content from at least three of the documents to address the topic of whether the English Civil War was motivated primarily by religious or political reasons.</li> </ul> <b>Examples of describing the content of a document:</b> <b>Describe evidence from the documents relevant to the topic but do not use that evidence to support an argument</b> <ul style="list-style-type: none"> <li>(Document 2) <i>“The court record recounts the beliefs of a group of Anabaptists who refused to obey England’s religious law.”</i></li> <li>(Document 5) <i>“Jonathan Langley’s letter states that he is reluctant to choose sides in the war.”</i></li> </ul>	<b>Responses that earn 2 points:</b> <ul style="list-style-type: none"> <li>Support an argument in response to the prompt by accurately using the content of at least six documents.</li> </ul> <b>Examples of supporting an argument using the content of a document:</b> <ul style="list-style-type: none"> <li>(Document 6): <i>“The banner has an image of the Magna Carta, a symbol of the political power of Parliament, which indicates the political motivation for fighting against the king.”</i> (Connects the contents of a document to an argument about political motives.)</li> <li>(Document 3): <i>“Lucy Hutchinson claims her husband was concerned by both religious and political developments, but that he saw the political attempt to destroy the power of Parliament as the real reason to fight.”</i> (Connects the contents of a document to an argument about the mix of religious and political motives.)</li> </ul>	
<b>Additional Notes:</b> <ul style="list-style-type: none"> <li>To earn 2 points, the response does not have to use the six documents in support of a single argument—they can be used across sub-arguments or to address counterarguments.</li> </ul>			

<b>Row C (continued)</b>	<b>Evidence Beyond the Documents:</b>	
	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Uses at least one additional piece of the specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.</p>
	<b>Decision Rules and Scoring Notes</b>	
<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>• Provide evidence that is not relevant to an argument about the prompt.</li> <li>• Provide evidence that is outside the time period or region specified in the prompt.</li> <li>• Repeat information that is specified in the prompt or in any of the documents.</li> <li>• Provide a passing phrase or reference.</li> </ul>	<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>• Must use at least one specific piece of historical evidence relevant to an argument about motivations for the English Civil War.</li> </ul> <p><b>Examples of relevant evidence beyond the documents that earn this point include the following, if appropriate elaboration is provided:</b></p> <ul style="list-style-type: none"> <li>• Previous Tudor rulers (Mary, Elizabeth, etc.)</li> <li>• Divine Right of kings</li> <li>• Ship tax</li> <li>• Oliver Cromwell</li> <li>• Stuart Absolutism</li> </ul> <p><b>Examples of relevant evidence beyond the documents that earn this point include the following:</b></p> <p><b>Examples of evidence beyond the documents relevant to an argument about the prompt:</b></p> <ul style="list-style-type: none"> <li>• <i>“Prior to calling Parliament in 1640, Charles had ruled for several years by issuing decrees and not calling Parliament.”</i> (Provides a piece of evidence not in the documents relevant to an argument about the prompt)</li> <li>• <i>“Many of the strongest units in the Parliamentary army were led by highly religious men such as Oliver Cromwell.”</i> (Provides a piece of evidence not in the documents relevant to an argument about the prompt)</li> </ul>	
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• Typically, statements credited as evidence will be more specific than statements credited as contextualization.</li> <li>• To earn this point, the evidence provided must be different from the evidence used to earn the point for contextualization.</li> <li>• To earn this point, the evidence provided must be more than a phrase or reference.</li> </ul>		

Reporting Category	Scoring Criteria	
Row D Analysis and Reasoning  (0-2 points)	<b>Sourcing</b>	
	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> 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.
<b>Decision Rules and Scoring Notes</b>		
<b>Responses that do not earn this point:</b> <ul style="list-style-type: none"> <li>Explain sourcing for less than three of the documents.</li> <li>Identify the point of view, purpose, historical situation, and/or audience but fail to explain how or why it is relevant to an argument.</li> <li>Summarize the content or argument of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience.</li> </ul>	<b>Responses that earn this point:</b> <ul style="list-style-type: none"> <li>Must explain how or why—rather than simply identifying—the document’s point of view, purpose, historical situation, or audience is relevant to an argument that addresses the prompt for each of the three documents sourced.</li> </ul>	
<b>Examples that do not earn this point:</b>  <b>Identify the point of view, purpose, historical situation, and/or audience, but do not explain how or why it is relevant to an argument</b> <ul style="list-style-type: none"> <li><i>“Captain Hooker’s banner was intended to display his beliefs during battle.”</i></li> </ul> <b>Summarize the content of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience</b> <ul style="list-style-type: none"> <li><i>“Peyton is writing to a family member about the king’s anger at some members of Parliament.”</i></li> </ul>	<b>Example of acceptable explanation of the significance of the document’s purpose:</b> <ul style="list-style-type: none"> <li>(Document 7): <i>“The Catechism is intended to provide soldiers with a simple list of mostly religious reasons why the rebellion against the king is justified.”</i> (Connects the purpose of the document to an argument about the influence of religion on motivations.)</li> </ul> <b>Example of acceptable explanation of the relevance of the audience of a source:</b> <ul style="list-style-type: none"> <li>(Document 4): <i>“Lady Sydenham is writing privately to a friend about her husband’s political choice and so she is candid about the greater strength of the Parliamentary side even while she argues against it.”</i> (Connects information about the audience of the document with an argument about political motivations.)</li> </ul> <b>Example of acceptable explanation of the significance of the historical situation of a source:</b> <ul style="list-style-type: none"> <li>(Document 5): <i>“Langley is seeking protection from local officials as the civil war is intensifying and he hopes to stay neutral by portraying himself as loyal to Protestantism.”</i> (Provides information about the situation of the source relevant to an argument about the importance of religious motivations.)</li> </ul>	

Row D (continued)	Complexity	
	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.</p>
<b>Decision Rules and Scoring Notes</b>		
		<p><b>Responses that earn this point:</b> May demonstrate a complex understanding in a variety of ways, such as:</p> <ul style="list-style-type: none"> <li>• Explaining nuance of an issue by analyzing multiple variables.</li> <li>• Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects.</li> <li>• Explaining relevant and insightful connections within and across periods.</li> <li>• Confirming the validity of an argument by corroborating multiple perspectives across themes.</li> <li>• Qualifying or modifying an argument by considering diverse or alternative views or evidence.</li> </ul> <p><b>Demonstrating complex understanding might include any of the following if appropriate elaboration is provided:</b></p> <ul style="list-style-type: none"> <li>• Analyzing multiple variables, such as exploring how some opponents of the King used political means to further a religious agenda (Explains nuance)</li> <li>• Explaining how the opposition to Charles was not monolithic and included those inspired by fear of Catholicism and those inspired by resistance to absolutism (Explains multiple causes)</li> <li>• Explaining insightful connections across periods, for instance, by constructing an argument that explains how the political and governmental issues of the English Civil War were only finally settled by the Glorious Revolution (Explains relevant and insightful connections)</li> <li>• Qualifying the argument by noting that the separation between religious and political motivations is often difficult to make in the sources (Corroborates, qualifies, or modifies an argument by considering diverse or alternative views or evidence)</li> </ul>
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.</li> </ul>		



## Document Summaries

Document	Summary of Content	
1. Peyton letter	<ul style="list-style-type: none"> <li>Peyton describes how the King dissolved Parliament because of “agitators” in the House of Commons</li> <li>Peyton also indicates that the King tried to assuage Parliament’s religious concerns</li> </ul>	<ul style="list-style-type: none"> <li>Peyton is writing to a family member who probably shares his political views, so he frankly shares his opinion that the king’s political decision is “no good news” (audience)</li> </ul>
2. Report on Anabaptists	<ul style="list-style-type: none"> <li>The accused Anabaptists assert that they will not obey the law requiring them to attend Anglican services</li> <li>The Anabaptists also assert that the monarch has no religious authority</li> </ul>	<ul style="list-style-type: none"> <li>As a court record produced by the government, the report presents the most shocking beliefs of the Anabaptists (purpose)</li> <li>The inquiry is taking place at a time when religious dissent from the Anglican Church was widespread and often had a political dimension because the King was also the head of the Church of England (historical situation)</li> </ul>
3. Lucy Hutchinson’s account of her husband’s decision	<ul style="list-style-type: none"> <li>Describes how her husband, despite thinking the king was a threat to Protestantism and political liberty, did not feel he should actively join the rebellion</li> </ul>	<ul style="list-style-type: none"> <li>Hutchinson, writing when many people have chosen sides, seeks to portray her husband’s neutrality as a careful, reasoned choice (historical situation)</li> </ul>
4. Lady Sydenham’s letter to the wife of a Parliamentary supporter	<ul style="list-style-type: none"> <li>Sydenham acknowledges the Parliamentary side is stronger</li> <li>She questions the rightness of their cause, saying they are misusing the idea of liberty</li> </ul>	<ul style="list-style-type: none"> <li>Sydenham is attempting to change Lady Verney’s mind by pointing out the adverse political consequences of the Parliamentarians’ ideas and methods (purpose)</li> <li>As a royalist, Sydenham focuses on the most questionable political actions of the Parliamentary supporters (point of view)</li> </ul>
5. Langley letter	<ul style="list-style-type: none"> <li>Langley discounts the religious accusations of both sides</li> <li>He requests protection so that he is not forced to fight or imprisoned</li> </ul>	<ul style="list-style-type: none"> <li>Because he is trying to avoid choosing sides, Langley focuses on what he sees as the biggest source of conflict, religion (purpose)</li> <li>Because he is writing to Royalists, Langley is careful to insist that he has no political differences with the king (audience)</li> </ul>

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<p>6. Captain Hooker’s battle flag</p>	<ul style="list-style-type: none"> <li>• Image of the Magna Charta</li> <li>• Motto asking for God’s support to preserve the law</li> </ul>	<ul style="list-style-type: none"> <li>• Because it is a battle flag, it attempts to convey a simple, straightforward message about the reasons for opposing the king (purpose)</li> <li>• The use of the Magna Charta, a powerful symbol of liberty for people in England, is intended to link the Parliamentary cause with the defense of traditional rights (historical situation)</li> </ul>
<p>7. Soldier’s Catechism</p>	<ul style="list-style-type: none"> <li>• Contains declarations for soldiers in the Parliamentary Army</li> <li>• States that the reasons to fight are to preserve Parliament and to protect Protestantism</li> </ul>	<ul style="list-style-type: none"> <li>• The document is aimed at less educated members of society and takes the form of religious instruction, which most of them would have been familiar with (audience)</li> <li>• Because it is intended to be presented to the whole army, it covers both religious and political reasons to fight (purpose)</li> </ul>

## Question 2: Long Essay Question, French Revolution and 1848 Comparison

6 points

### General Scoring Notes

- Except where otherwise noted, each point of these rubrics is earned independently; for example, a student could earn a point for evidence without earning a point for thesis/claim.
- **Accuracy:** The components of these rubrics require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity:** Exam essays should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.

Evaluate the most significant similarity between the French Revolution of 1789–1799 and the Revolutions of 1848.

Reporting Category	Scoring Criteria			
<p><b>Row A</b> <b>Thesis/Claim</b>  <b>(0-1 points)</b></p>	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.</p>		
<b>Decision Rules and Scoring Notes</b>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>• Are not historically defensible.</li> <li>• Only restate or rephrase the prompt.</li> <li>• Do not respond to the prompt.</li> <li>• Do not establish a line of reasoning.</li> <li>• Are overgeneralized.</li> </ul> <p><b>Examples that do not earn this point:</b></p> <p><b>Do not focus on the topic of the prompt</b></p> <ul style="list-style-type: none"> <li>• <i>“The most significant effect of the French Revolution was the overthrow and execution of King Louis XVI.”</i></li> </ul> <p><b>Do not provide a historically defensible claim</b></p> <ul style="list-style-type: none"> <li>• <i>“The most significant similarity between the French Revolution and the Revolutions of 1848 was that they both led to coalitions of hostile powers against France.”</i></li> </ul> <p><b>Provide a historically defensible claim, but do not establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li>• <i>“Both 1848 and the French revolution were major events in the history of Europe.”</i></li> <li>• <i>“The French Revolution and the Revolutions of 1848 have a lot in common with one another, such as the wish to overthrow the pre-established authority.”</i></li> </ul> <p><b>Restate the prompt or are overgeneralized</b></p> <ul style="list-style-type: none"> <li>• <i>“The French Revolution and the Revolutions of 1848 were both very significant and shared important similarities.”</i></li> <li>• <i>“The most significant similarity between the two is their goals and mindset.”</i></li> </ul> </td> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>• Provide a historically defensible thesis or claim about the most significant similarity between the French Revolution and the Revolutions of 1848. The thesis or claim must either provide some indication of the reasoning for making that claim OR establish the analytic categories of the argument.</li> </ul> <p><b>Examples that earn this point:</b></p> <p><b>Establish a line of reasoning that evaluates the topic of the prompt</b></p> <ul style="list-style-type: none"> <li>• <i>“The most significant similarity between the two revolutions was the conservative reaction against both, resulting in the violent suppression of liberal and nationalist movements.”</i></li> </ul> <p><b>Establish a line of reasoning that evaluates the topic of the prompt with analytic categories</b></p> <ul style="list-style-type: none"> <li>• <i>“The most significant similarity between the French Revolution and the Revolutions of 1848 were the liberal causes of the revolts, such as looking for independence and seeking more rights for citizens.”</i></li> </ul> <p><b>Establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li>• <i>“The most significant similarity between the two revolutions was the influence of economic problems in causing them.”</i> (Minimally acceptable thesis/claim)</li> </ul> </td> </tr> </table>			<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>• Are not historically defensible.</li> <li>• Only restate or rephrase the prompt.</li> <li>• Do not respond to the prompt.</li> <li>• Do not establish a line of reasoning.</li> <li>• Are overgeneralized.</li> </ul> <p><b>Examples that do not earn this point:</b></p> <p><b>Do not focus on the topic of the prompt</b></p> <ul style="list-style-type: none"> <li>• <i>“The most significant effect of the French Revolution was the overthrow and execution of King Louis XVI.”</i></li> </ul> <p><b>Do not provide a historically defensible claim</b></p> <ul style="list-style-type: none"> <li>• <i>“The most significant similarity between the French Revolution and the Revolutions of 1848 was that they both led to coalitions of hostile powers against France.”</i></li> </ul> <p><b>Provide a historically defensible claim, but do not establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li>• <i>“Both 1848 and the French revolution were major events in the history of Europe.”</i></li> <li>• <i>“The French Revolution and the Revolutions of 1848 have a lot in common with one another, such as the wish to overthrow the pre-established authority.”</i></li> </ul> <p><b>Restate the prompt or are overgeneralized</b></p> <ul style="list-style-type: none"> <li>• <i>“The French Revolution and the Revolutions of 1848 were both very significant and shared important similarities.”</i></li> <li>• <i>“The most significant similarity between the two is their goals and mindset.”</i></li> </ul>	<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>• Provide a historically defensible thesis or claim about the most significant similarity between the French Revolution and the Revolutions of 1848. 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<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs).</li> <li>• The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period.</li> </ul>				

Reporting Category	Scoring Criteria			
<p><b>Row B</b> Contextualization  (0-1 points)</p>	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Describes a broader historical context relevant to the prompt.</p>		
<b>Decision Rules and Scoring Notes</b>				
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<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• To earn this point, the context provided must be more than a phrase or reference.</li> </ul>				

Reporting Category	Scoring Criteria		
<b>Row C Evidence</b>  <b>(0-2 points)</b>	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Provides specific examples of evidence relevant to the <b>topic</b> of the prompt.	<b>2 points</b> Supports an <b>argument</b> in response to the prompt using specific and relevant examples of evidence.
<b>Decision Rules and Scoring Notes</b>			

Reporting Category	Scoring Criteria		
<b>Row D</b> <b>Analysis and Reasoning</b>  <b>(0-2 points)</b>	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Uses historical reasoning (e.g., comparison, causation, continuity, and change) to frame or structure an argument that addresses the prompt.	<b>2 points</b> Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.
<b>Decision Rules and Scoring Notes</b>			

### Question 3: Long Essay Question, Economic Development East and West in 19th C.

6 points

#### General Scoring Notes

- Except where otherwise noted, each point of these rubrics is earned independently; for example, a student could earn a point for evidence without earning a point for thesis/claim.
- **Accuracy:** The components of these rubrics require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity:** Exam essays should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.

Evaluate the most significant difference between economic development in eastern Europe and economic development in western and central Europe in the 1800s.



Reporting Category	Scoring Criteria			
<p><b>Row A</b> <b>Thesis/Claim</b>  <b>(0-1 points)</b></p>	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.</p>		
<b>Decision Rules and Scoring Notes</b>				
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The thesis or claim must either provide some indication of the reasoning for making that claim OR establish the analytic categories of the argument.</li> </ul> <p><b>Examples that earn this point:</b></p> <p><b>Establish a line of reasoning that evaluates the topic of the prompt</b></p> <ul style="list-style-type: none"> <li>• <i>“The most significant difference between eastern Europe and western Europe was that western Europe adopted industrialization faster than eastern Europe did.”</i></li> </ul> <p><b>Establish a line of reasoning that evaluates the topic of the prompt with analytic categories</b></p> <ul style="list-style-type: none"> <li>• <i>“The main difference that made eastern Europe fall behind western Europe economically was western Europe developing overseas trade and a colonial presence in Africa and Asia, which benefitted western Europe’s industry and commerce.”</i></li> </ul> <p><b>Establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li>• <i>“The most significant difference between the two regions was Eastern Europe’s much slower growth.”</i> (Minimally acceptable thesis/claim)</li> </ul> </td> </tr> </table>			<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>• Are not historically defensible.</li> <li>• Only restate or rephrase the prompt.</li> <li>• Do not respond to the prompt.</li> <li>• Do not establish a line of reasoning.</li> <li>• Are overgeneralized.</li> </ul> <p><b>Examples that do not earn this point:</b></p> <p><b>Do not focus on the topic of the prompt</b></p> <ul style="list-style-type: none"> <li>• <i>“Industrialization was the most significant economic development in Europe during the 1800s.”</i></li> </ul> <p><b>Do not provide a historically defensible claim</b></p> <ul style="list-style-type: none"> <li>• <i>“The most significant difference between western and eastern Europe was that the east was communist and the west was capitalist.”</i></li> </ul> <p><b>Provide a historically defensible claim, but do not establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li>• <i>“Serfdom persisted in eastern Europe well into the 1800s.”</i></li> <li>• <i>“The level of industrialization is the most significant difference in economic development in western/central and eastern Europe.”</i></li> </ul> <p><b>Restate the prompt or are overgeneralized</b></p> <ul style="list-style-type: none"> <li>• <i>“The economic development of eastern Europe and western Europe was very different during the 1800s.”</i></li> </ul>	<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>• Provide a historically defensible thesis or claim about the most significant difference between economic development in eastern Europe and economic development in western and central Europe in the 1800s. 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<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs).</li> <li>• The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period.</li> </ul>				

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<p><b>Row B</b> <b>Contextualization</b></p>	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Describes a broader historical context relevant to the prompt.</p>
<p><b>(0-1 points)</b></p>	<p><b>Decision Rules and Scoring Notes</b></p>	
	<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>• Provide an overgeneralized statement about the time period referenced in the prompt.</li> <li>• Provide context that is not relevant to the prompt.</li> <li>• Provide a passing phrase or reference.</li> </ul> <p><b>Examples that do not earn this point:</b></p> <p><b>Provide an overly generalized attempt at contextualization</b></p> <ul style="list-style-type: none"> <li>• <i>“There were significant economic changes in Europe during the nineteenth century.”</i></li> <li>• <i>“The French Revolution brought significant changes to the politics of both western and eastern Europe.”</i></li> </ul> <p><b>Provide a passing phrase or reference</b></p> <ul style="list-style-type: none"> <li>• <i>“Peter the Great attempted to modernize Russia.”</i></li> </ul>	<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>• Accurately describe a context relevant to a difference between economic development in eastern Europe and economic development in western and central Europe in the 1800s.</li> </ul> <p><b>Examples of relevant context that earn this point include the following if appropriate elaboration is provided:</b></p> <ul style="list-style-type: none"> <li>• Commercial Revolution</li> <li>• Growth of overseas trade</li> <li>• Growth of the bourgeoisie/middle classes</li> <li>• Decline of serfdom in western Europe</li> <li>• Abolition of feudal obligations during the French Revolution</li> <li>• Peter and Catherine’s modernization efforts in Russia</li> <li>• Ottoman decline</li> <li>• Geographical and/or climatic differences</li> <li>• Beginning of the Industrial Revolution in Britain (spinning jenny, James Watt, and the steam engine)</li> <li>• Adam Smith and <i>laissez-faire</i> economics</li> </ul> <p><b>Examples of acceptable contextualization:</b></p> <ul style="list-style-type: none"> <li>• <i>“The commercial revolution of the late 1600s and 1700s saw the growth of a new, wealthy middle class in western Europe that increasingly sought political power to advance its interests.”</i></li> <li>• <i>“Peter the Great, recognizing that Russia was behind the rest of Europe in many ways, attempted to implement reforms that would copy practices in western Europe, such as manufacturing and shipbuilding.”</i></li> <li>• <i>“Already on the eve of the French Revolution, theorists such as Adam Smith (Wealth of Nations, 1776) were promoting laissez-faire economics as a way to encourage economic growth and entrepreneurship.”</i></li> </ul>
	<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• To earn this point, the context provided must be more than a phrase or reference.</li> </ul>	

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<b>Row C Evidence</b>  <b>(0-2 points)</b>	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Provides specific examples of evidence relevant to the <b>topic</b> of the prompt.	<b>2 points</b> Supports an <b>argument</b> in response to the prompt using specific and relevant examples of evidence.			
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Prussia quickly sponsored industrial development for military and political reasons, but other states were slower to react, either because of a lack of resources or for fear of social disruptions that industrialization might cause.” (Presents a topic sentence making a general statement about the spread of Industry followed by a specific example)</li> <li>“With new military technologies and the advantage of easy access to ocean ports, western European states were able to carve out empires in Africa and Asia, such as the British Raj or French West Africa, that gave them significant access to natural resources for industrial use and markets that eastern Europe lacked.” (Presents an argument about geographical and technological advantages and provides specific supporting details)</li> </ul> </td> </tr> </table>				<b>Responses that do not earn points:</b> <ul style="list-style-type: none"> <li>Identify a single piece of evidence.</li> <li>Provide evidence that is not relevant to the topic of the prompt.</li> <li>Provide evidence that is outside the time period or region specified in the prompt.</li> <li>Repeat information that is specified in the prompt.</li> </ul>	<b>Responses that earn 1 point:</b> <ul style="list-style-type: none"> <li><u>Identify at least two specific historical examples</u> relevant to the topic of differences between economic development in eastern Europe and economic development in western and central Europe in the 1800s.</li> </ul> <b>Examples of evidence that are specific and relevant include the following (two examples required):</b> <ul style="list-style-type: none"> <li>The abolition of serfdom in Russia</li> <li>The “Hungry ‘40s”</li> <li>Spread of industrialization from Britain/“second’ Industrial Revolution</li> <li>State sponsorship of industry</li> <li>Growth of railroads</li> <li>The Revolutions of 1848</li> <li>The Scramble for Africa / “New” imperialism</li> <li>Crimean War</li> <li>German unification</li> <li>Urbanization (growth in number and size of cities)</li> </ul> <b>Example of a statement that earns one point for evidence:</b> <ul style="list-style-type: none"> <li>“Among the economic reforms made by Russia during the 1800s was the abolition of serfdom in 1861.” [plus]</li> <li>“Starting in the 1840s, the French government actively promoted railway development, granting concessions and underwriting the financing.” [NOTE: it takes TWO specific examples to earn the point]</li> </ul>	<b>Responses that earn 2 points:</b> <ul style="list-style-type: none"> <li><u>Use at least two specific historical examples</u> to support an argument regarding the differences between economic development in eastern Europe and economic development in western and central Europe in the 1800s.</li> </ul> <b>Examples that successfully support an argument with evidence:</b> <ul style="list-style-type: none"> <li>“The Crimean war was a wake-up call for Russia, because Russia’s defeat by England and France showed the advantages that the industrialized great powers of western Europe had over eastern Europe.” (Functions as part of an argument that industrialization was a difference between the two regions)</li> <li>“Industrialization spread across Europe, starting in Britain and slowly moving east. 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<b>Responses that do not earn points:</b> <ul style="list-style-type: none"> <li>Identify a single piece of evidence.</li> <li>Provide evidence that is not relevant to the topic of the prompt.</li> <li>Provide evidence that is outside the time period or region specified in the prompt.</li> <li>Repeat information that is specified in the prompt.</li> </ul>	<b>Responses that earn 1 point:</b> <ul style="list-style-type: none"> <li><u>Identify at least two specific historical examples</u> relevant to the topic of differences between economic development in eastern Europe and economic development in western and central Europe in the 1800s.</li> </ul> <b>Examples of evidence that are specific and relevant include the following (two examples required):</b> <ul style="list-style-type: none"> <li>The abolition of serfdom in Russia</li> <li>The “Hungry ‘40s”</li> <li>Spread of industrialization from Britain/“second’ Industrial Revolution</li> <li>State sponsorship of industry</li> <li>Growth of railroads</li> <li>The Revolutions of 1848</li> <li>The Scramble for Africa / “New” imperialism</li> <li>Crimean War</li> <li>German unification</li> <li>Urbanization (growth in number and size of cities)</li> </ul> <b>Example of a statement that earns one point for evidence:</b> <ul style="list-style-type: none"> <li>“Among the economic reforms made by Russia during the 1800s was the abolition of serfdom in 1861.” [plus]</li> <li>“Starting in the 1840s, the French government actively promoted railway development, granting concessions and underwriting the financing.” [NOTE: it takes TWO specific examples to earn the point]</li> </ul>	<b>Responses that earn 2 points:</b> <ul style="list-style-type: none"> <li><u>Use at least two specific historical examples</u> to support an argument regarding the differences between economic development in eastern Europe and economic development in western and central Europe in the 1800s.</li> </ul> <b>Examples that successfully support an argument with evidence:</b> <ul style="list-style-type: none"> <li>“The Crimean war was a wake-up call for Russia, because Russia’s defeat by England and France showed the advantages that the industrialized great powers of western Europe had over eastern Europe.” (Functions as part of an argument that industrialization was a difference between the two regions)</li> <li>“Industrialization spread across Europe, starting in Britain and slowly moving east. Prussia quickly sponsored industrial development for military and political reasons, but other states were slower to react, either because of a lack of resources or for fear of social disruptions that industrialization might cause.” (Presents a topic sentence making a general statement about the spread of Industry followed by a specific example)</li> <li>“With new military technologies and the advantage of easy access to ocean ports, western European states were able to carve out empires in Africa and Asia, such as the British Raj or French West Africa, that gave them significant access to natural resources for industrial use and markets that eastern Europe lacked.” (Presents an argument about geographical and technological advantages and provides specific supporting details)</li> </ul>				
<b>Additional Notes:</b> <ul style="list-style-type: none"> <li>Typically, statements credited as evidence will be more specific than statements credited as contextualization.</li> <li>If a response has a multipart argument, then it can meet the threshold of two pieces of evidence by giving one example for one part of the argument and another example for a different part of the argument, but the total number of examples must still be at least two.</li> </ul>						

Reporting Category	Scoring Criteria								
<p><b>Row D</b> <b>Analysis and Reasoning</b>  <b>(0-2 points)</b></p>	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Uses historical reasoning (e.g., comparison, causation, continuity, and change) to frame or structure an argument that addresses the prompt.</p>	<p><b>2 points</b> Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.</p>						
<b>Decision Rules and Scoring Notes</b>									
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="323 418 611 748"> <p><b>Responses that do not earn points:</b></p> <ul style="list-style-type: none"> <li>May include evidence but offer no reasoning to connect the evidence to an argument.</li> <li>May assert the use of historical reasoning but do not use it to frame or structure an argument.</li> </ul> </td> <td data-bbox="611 418 1257 748"> <p><b>Responses that earn 1 point:</b></p> <ul style="list-style-type: none"> <li>Must demonstrate the use of historical reasoning to frame or structure an argument that addresses the differences between economic development in eastern Europe and economic development in western and central Europe in the 1800s, although the reasoning may be uneven, limited, or imbalanced.</li> </ul> </td> <td data-bbox="1257 418 1946 748"> <p><b>Responses that earn 2 points:</b></p> <p>May demonstrate a complex understanding in a variety of ways, such as:</p> <ul style="list-style-type: none"> <li>Explaining the nuance of an issue by analyzing multiple variables.</li> <li>Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects.</li> <li>Explaining relevant and insightful connections within and across periods.</li> <li>Confirming the validity of an argument by corroborating multiple perspectives across themes.</li> <li>Qualifying or modifying an argument by considering diverse or alternative views or evidence.</li> </ul> </td> </tr> <tr> <td data-bbox="323 748 611 1481"> <p><b>Examples that do not earn points:</b></p> <p><b>Provide evidence but offer no reasoning to connect the evidence to an argument</b></p> <ul style="list-style-type: none"> <li><i>“Distances between cities and resources were often greater in Eastern Europe.”</i></li> <li><i>“Factory production spread across Europe from its home in Britain in the early 1800s.”</i></li> </ul> </td> <td data-bbox="611 748 1257 1481"> <p><b>Using a historical thinking skill to frame or structure an argument could include:</b></p> <ul style="list-style-type: none"> <li>Using comparative reasoning to explain significant differences between economic development in eastern Europe and economic development in western and central Europe in the 1800s.</li> <li>Structuring an argument thematically to highlight differences in different categories, such as trade, agriculture, manufacturing, etc.</li> <li>Arranging an argument to recount developments over the course of the period showing change over time in the differences between regions.</li> </ul> <p><b>Examples of acceptable use of historical reasoning:</b></p> <ul style="list-style-type: none"> <li><i>“The higher level of industrialization in western and central Europe was a key difference between the east and west in the nineteenth century.”</i> (Uses comparative reasoning to explain a significant economic difference between eastern and western Europe in the nineteenth century. This statement would need to be followed with at least a minimal elaboration of this reasoning.)</li> <li><i>“The continued power of the nobility in eastern Europe meant that the economic reforms that benefitted the middle classes in western Europe did not occur in eastern Europe.”</i> (Uses comparative reasoning to explain a significant economic difference between eastern and western Europe in the 1800s. This statement would need to be followed with at least a minimal elaboration of this reasoning.)</li> </ul> </td> <td data-bbox="1257 748 1946 1481"> <p><b>Demonstrating complex understanding might include any of the following if appropriate elaboration is provided:</b></p> <ul style="list-style-type: none"> <li>Explaining changes in the economic development of European regions over the course of the nineteenth century or extends the comparison into the twentieth century. (Provides insightful connections within and across periods)</li> <li>Explaining different levels of economic development within the different regions of Europe named in the prompt, such as differences between Britain and France and Spain and Portugal. (Explains nuance, multiple variables)</li> <li>Evaluating whether the similarities in economic development were more significant than the differences. (Qualifies or modifies an argument)</li> <li>Considering political and cultural differences between the two regions. (Confirms the validity of an argument by corroborating multiple perspectives across themes)</li> </ul> <p><b>Examples of acceptable complex understanding:</b></p> <ul style="list-style-type: none"> <li>Elaborating on the fact that although Britain’s early industrial development made it the continent’s economic powerhouse for much of the 1800s, Germany’s embrace of the second Industrial Revolution enabled it to rival and even overtake Britain in several key sectors (steel, chemicals, electricity). 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AP® European History 2022 Scoring Guidelines

		<ul style="list-style-type: none"><li>• Developing an additional discussion and then elaborating on the implications of the economic development in the western regions of the German and Habsburg empires being similar to that in Britain and France, while economic conditions in these empires' eastern regions had more in common with those in the Russian empire. (Explains nuance, especially vis-a-vis the prompt)</li></ul>
<b>Additional Notes:</b> <ul style="list-style-type: none"><li>• This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.</li></ul>		

## Question 4: Long Essay Question, Nazi vs. Soviet Comparison

6 points

### General Scoring Notes

- Except where otherwise noted, each point of these rubrics is earned independently; for example, a student could earn a point for evidence without earning a point for thesis/claim.
- **Accuracy:** The components of these rubrics require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity:** Exam essays should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.

Evaluate the most significant similarity between the regimes of Nazi Germany and Soviet Russia in the interwar period.

Reporting Category	Scoring Criteria					
<b>Row A</b> <b>Thesis/Claim</b>  <b>(0-1 points)</b>	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.				
<b>Decision Rules and Scoring Notes</b>						
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <b>Responses that do not earn this point:</b> <ul style="list-style-type: none"> <li>• Are not historically defensible.</li> <li>• Only restate or rephrase the prompt.</li> <li>• Do not respond to the prompt.</li> <li>• Do not establish a line of reasoning.</li> <li>• Are overgeneralized.</li> </ul> </td> <td style="width: 50%; padding: 5px;"> <b>Responses that earn this point:</b> <ul style="list-style-type: none"> <li>• Provide a historically defensible thesis or claim about the most significant similarity between the regimes of Nazi Germany and Soviet Russia in the interwar period. The thesis or claim must either provide some indication of the reasoning for making that claim OR establish the analytic categories of the argument.</li> </ul> </td> </tr> <tr> <td style="padding: 5px;"> <b>Examples that do not earn this point:</b>  <b>Do not focus on the topic of the prompt</b> <ul style="list-style-type: none"> <li>• <i>“Nazi Germany was responsible for the Holocaust.”</i></li> </ul> <b>Do not provide a historically defensible claim</b> <ul style="list-style-type: none"> <li>• <i>“The most significant similarity between Nazi Germany and Russia was that they were both communist.”</i></li> </ul> <b>Provide a historically defensible claim, but do not establish a line of reasoning</b> <ul style="list-style-type: none"> <li>• <i>“Hitler and Stalin were two really brutal leaders of the twentieth century.”</i></li> </ul> <b>Restate the prompt or are overgeneralized</b> <ul style="list-style-type: none"> <li>• <i>“Nazi Germany and the Soviet Union had similar governments.”</i></li> <li>• <i>“The most significant similarity between Nazi Germany and Soviet Russia was that both had strong governments.”</i></li> </ul> </td> <td style="padding: 5px;"> <b>Examples that earn this point:</b>  <b>Establish a line of reasoning that evaluates the topic of the prompt</b> <ul style="list-style-type: none"> <li>• <i>“The most significant similarity between Nazi Germany and the Soviet Union was that both adopted leadership cults centered on a supposedly all-knowing and unchallengeable leader.”</i></li> </ul> <b>Establish a line of reasoning that evaluates the topic of the prompt with analytic categories</b> <ul style="list-style-type: none"> <li>• <i>“The main similarity between the regimes was in their willingness to commit mass murder in order to advance their political goals, even if those goals were in opposition to one another.”</i></li> <li>• <i>“The most significant similarity between Nazi Germany and Soviet Russia in the interwar periods were that they were both totalitarian countries which were attempting to fix their damaged economies.”</i></li> </ul> <b>Establish a line of reasoning</b> <ul style="list-style-type: none"> <li>• <i>“The most significant similarity between the two regimes was that they were both authoritarian systems of government.”</i> (Minimally acceptable thesis/claim)</li> </ul> </td> </tr> </table>			<b>Responses that do not earn this point:</b> <ul style="list-style-type: none"> <li>• Are not historically defensible.</li> <li>• Only restate or rephrase the prompt.</li> <li>• Do not respond to the prompt.</li> <li>• Do not establish a line of reasoning.</li> <li>• Are overgeneralized.</li> </ul>	<b>Responses that earn this point:</b> <ul style="list-style-type: none"> <li>• Provide a historically defensible thesis or claim about the most significant similarity between the regimes of Nazi Germany and Soviet Russia in the interwar period. 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<b>Additional Notes:</b> <ul style="list-style-type: none"> <li>• The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs).</li> <li>• The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period.</li> </ul>						

Reporting Category	Scoring Criteria	
<b>Row B</b> <b>Contextualization</b>	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Describes a broader historical context relevant to the prompt.
(0-1 points)	<b>Decision Rules and Scoring Notes</b>	
	<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>• Provide an overgeneralized statement about the time period referenced in the prompt.</li> <li>• Provide context that is not relevant to the prompt.</li> <li>• Provide a passing phrase or reference.</li> </ul> <p><b>Examples that do not earn this point:</b></p> <p><b>Provide an overly generalized attempt at contextualization</b></p> <ul style="list-style-type: none"> <li>• <i>“The First World War devastated Europe.”</i></li> <li>• <i>“Europe went through many political changes after the First World War.”</i></li> </ul> <p><b>Provide context that is not relevant to the prompt</b></p> <ul style="list-style-type: none"> <li>• <i>“Communism was flooding the Eastern European nations one by one in the early to mid-19<sup>th</sup> century.”</i></li> </ul> <p><b>Provide a passing phrase or reference</b></p> <ul style="list-style-type: none"> <li>• <i>“Communism was an idea influenced by Marx’s writings.”</i></li> <li>• <i>“Hitler was a veteran of the First World War.”</i></li> </ul>	<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>• Accurately describe a context relevant to a similarity between the regimes of Nazi Germany and Soviet Russia in the interwar period.</li> </ul> <p><b>Examples of relevant context that earn this point include the following if appropriate elaboration is provided:</b></p> <ul style="list-style-type: none"> <li>• The First World War</li> <li>• Marxism</li> <li>• The 1905 Revolution</li> <li>• War Reparations</li> <li>• Age of Anxiety</li> <li>• Great Depression</li> <li>• Weimar Republic</li> <li>• Treaty of Versailles</li> </ul> <p><b>Examples of acceptable contextualization:</b></p> <ul style="list-style-type: none"> <li>• <i>“The devastation inflicted by the First World War and the Russian Civil War that followed gave Lenin and later Stalin the opportunity to portray the Bolsheviks as rebuilders of Russia.”</i></li> <li>• <i>“Both Germany and Russia suffered large territorial losses at the end of the war, especially as the state of Poland was recreated as part of the Treaty of Versailles.”</i></li> </ul>
	<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• To earn this point, the context provided must be more than a phrase or reference.</li> </ul>	



Reporting Category	Scoring Criteria		
<b>Row C Evidence</b>  <b>(0-2 points)</b>	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Provides specific examples of evidence relevant to the <b>topic</b> of the prompt.	<b>2 points</b> Supports an <b>argument</b> in response to the prompt using specific and relevant examples of evidence.
<b>Decision Rules and Scoring Notes</b>			

Reporting Category	Scoring Criteria		
<p><b>Row D</b>  <b>Analysis and Reasoning</b>    <b>(0-2 points)</b></p>	<p><b>0 points</b>  Does not meet the criteria for one point.</p>	<p><b>1 point</b>  Uses historical reasoning (e.g., comparison, causation, continuity, and change) to frame or structure an argument that addresses the prompt.</p>	<p><b>2 points</b>  Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.</p>
<b>Decision Rules and Scoring Notes</b>			
	<p><b>Responses that do not earn points:</b></p> <ul style="list-style-type: none"> <li>• May include evidence but offer no reasoning to connect the evidence to an argument.</li> <li>• May assert the use of historical reasoning but do not use it to frame or structure an argument.</li> </ul>	<p><b>Responses that earn 1 point:</b></p> <ul style="list-style-type: none"> <li>• Must demonstrate the use of historical reasoning to frame or structure an argument that addresses the similarity between the regimes of Nazi Germany and Soviet Russia in the interwar period, although the reasoning may be uneven, limited, or imbalanced.</li> </ul>	<p><b>Responses that earn 2 points:</b>  May demonstrate a complex understanding in a variety of ways, such as:</p> <ul style="list-style-type: none"> <li>• Explaining the nuance of an issue by analyzing multiple variables.</li> <li>• Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects.</li> <li>• Explaining relevant and insightful connections within and across periods.</li> <li>• Confirming the validity of an argument by corroborating multiple perspectives across themes.</li> <li>• Qualifying or modifying an argument by considering diverse or alternative views or evidence.</li> </ul>

<p><b>Examples that do not earn points:</b></p> <p><b>Provide evidence but offer no reasoning to connect the evidence to an argument</b></p> <ul style="list-style-type: none"> <li>• <i>“The Bolsheviks were influenced heavily by Marx and Engels’ Communist Manifesto.”</i></li> <li>• <i>“Hitler outlined many of his ideas in his book Mein Kampf.”</i></li> </ul>	<p><b>Using a historical thinking skill to frame or structure an argument could include:</b></p> <ul style="list-style-type: none"> <li>• Using comparative reasoning to explain significant similarities between the development of authoritarian regimes in Russia and Germany during the interwar period.</li> <li>• Structuring an argument thematically to highlight similarities in different categories, such as economic planning, foreign policy, or ideology.</li> <li>• Arranging an argument to recount developments over the course of the period showing change over time in the similarities between the two regimes.</li> </ul> <p><b>Examples of acceptable use of historical reasoning:</b></p> <ul style="list-style-type: none"> <li>• <i>“The persecution of minorities was a key similarity between the two regimes in the interwar period.”</i> (Uses comparative reasoning to explain a significant similarity between the regimes of Nazi Germany and Soviet Russia in the interwar period. This statement would need to be followed with at least a minimal elaboration of this reasoning.)</li> <li>• <i>“The cult of personality around Hitler and Stalin was very similar in the 1930s.”</i> (Uses comparative reasoning to explain a significant similarity between the regimes of Nazi Germany and Soviet Russia in the interwar period. This statement would need to be followed with at least a minimal elaboration of this reasoning.)</li> </ul>	<p><b>Demonstrating complex understanding might include any of the following if appropriate elaboration is provided:</b></p> <ul style="list-style-type: none"> <li>• Explaining continuities in the similarities between communist and fascist states later in the twentieth century. (Provides insightful connections within and across periods)</li> <li>• Explaining how their similarities contributed to cooperation between the two regimes in some cases in spite of their ideological antipathy. (Explains nuance, multiple variables)</li> <li>• Evaluating whether the differences between the two regimes were more significant than the similarities. (Qualifies or modifies an argument)</li> <li>• Considering different thematic similarities between the two regimes, such as economics, culture, etc. (Confirms the validity of an argument by corroborating multiple perspectives across themes)</li> </ul> <p><b>Example of demonstrating a complex understanding:</b></p> <ul style="list-style-type: none"> <li>• The response considers evidence of a counter-argument that acknowledges nuances in similarities. The response develops a discussion of the ideological <i>differences</i> between fascism and communism in addition to the similarities; this adds nuance and complexity to the argument made in the response. (Makes an argument that adds nuanced understanding)</li> </ul>
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.</li> </ul>		