

2023

AP<sup>®</sup>



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# AP<sup>®</sup> European History

## Sample Student Responses and Scoring Commentary

### Set 2

#### **Inside:**

##### **Document-Based Question**

- Scoring Guidelines**
- Student Samples**
- Scoring Commentary**

## Question 1: Document-Based Question, Haitian Revolution

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the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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 Haitian Revolution was caused primarily by the spread of Enlightenment ideas or by the conditions of enslavement.

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>“There were many factors that influenced the Haitian Revolution.”</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>“While some say that the Haitian Revolution was influenced by the Enlightenment, I would say it is primarily influenced by conservative Christian religious beliefs.”</i></li> </ul> </td> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p><b>Responses that earn this point:</b></p> <p>The response must provide a historically defensible thesis or claim that establishes a position on whether or not the Haitian Revolution was caused primarily by the spread of Enlightenment ideas or by the conditions of enslavement. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.</p> <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 Haitian Revolution was not primarily influenced by the Enlightenment, instead it was primarily influenced by the conditions of enslaved people in Haiti who were subjected to inhuman conditions and had little knowledge of the Enlightenment or its ideas.”</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>“Although Enlightenment thought concerning equality was a factor in the Haitian Revolution, the overall biggest factor was the horrific treatment of enslaved people, which inspired them to revolt.”</i></li> </ul> <p><b>Establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li>• <i>“The Haitian Revolution was most strongly influenced by the Enlightenment because the leaders argued for their human rights.”</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>“There were many factors that influenced the Haitian Revolution.”</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>“While some say that the Haitian Revolution was influenced by the Enlightenment, I would say it is primarily influenced by conservative Christian religious beliefs.”</i></li> </ul>	<p><b>Responses that earn this point:</b></p> <p>The response must provide a historically defensible thesis or claim that establishes a position on whether or not the Haitian Revolution was caused primarily by the spread of Enlightenment ideas or by the conditions of enslavement. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.</p> <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 Haitian Revolution was not primarily influenced by the Enlightenment, instead it was primarily influenced by the conditions of enslaved people in Haiti who were subjected to inhuman conditions and had little knowledge of the Enlightenment or its ideas.”</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>“Although Enlightenment thought concerning equality was a factor in the Haitian Revolution, the overall biggest factor was the horrific treatment of enslaved people, which inspired them to revolt.”</i></li> </ul> <p><b>Establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li>• <i>“The Haitian Revolution was most strongly influenced by the Enlightenment because the leaders argued for their human rights.”</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>  <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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vertical-align: top; padding: 5px;"> <p><b>Responses that earn this point:</b> Accurately describe a context relevant to whether or not the Haitian Revolution was caused primarily by the spread of Enlightenment ideas or by the conditions of enslavement.</p> <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 French Revolution</li> <li>• Enlightenment ideas of human rights or equality</li> <li>• Transatlantic slave trade</li> <li>• The growing number of freed people in plantation colonies</li> <li>• The Columbian Exchange</li> <li>• Abolitionist movements</li> <li>• Plantation agriculture/particularly harsh treatment of enslaved people on sugar plantations</li> <li>• Colonial rivalries in the Caribbean</li> <li>• American Revolution</li> <li>• Napoleon’s imperial ambitions</li> <li>• The increasing participation in the public sphere by women, minorities, and marginalized groups</li> <li>• Other examples of resistance or rebellions by enslaved people</li> </ul> <p><b>Examples of acceptable contextualization:</b></p> <ul style="list-style-type: none"> <li>• <i>“In the 18<sup>th</sup> century, abolitionist movements began to develop in England and other parts of Europe, inspired by the Enlightenment and by evangelical Protestant religious beliefs.”</i></li> <li>• <i>“Haiti was a highly profitable sugar colony of France.”</i> (Minimally acceptable contextualization)</li> </ul> </td> </tr> </table>			<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>Do not provide context relevant to the topic of the prompt</b> References to enslavement in the United States that do not connect to the topic of the prompt</p> <p><b>Provide an overgeneralized statement about the time period referenced in the prompt</b></p> <ul style="list-style-type: none"> <li>• <i>“During the time of the Enlightenment movement, many new ideas developed.”</i></li> </ul> <p><b>Provide a passing phrase or reference</b></p> <ul style="list-style-type: none"> <li>• <i>“The Enlightenment was a big part of the French Revolution”</i></li> </ul>	<p><b>Responses that earn this point:</b> Accurately describe a context relevant to whether or not the Haitian Revolution was caused primarily by the spread of Enlightenment ideas or by the conditions of enslavement.</p> <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 French Revolution</li> <li>• Enlightenment ideas of human rights or equality</li> <li>• Transatlantic slave trade</li> <li>• The growing number of freed people in plantation colonies</li> <li>• The Columbian Exchange</li> <li>• Abolitionist movements</li> <li>• Plantation agriculture/particularly harsh treatment of enslaved people on sugar plantations</li> <li>• Colonial rivalries in the Caribbean</li> <li>• American Revolution</li> <li>• Napoleon’s imperial ambitions</li> <li>• The increasing participation in the public sphere by women, minorities, and marginalized groups</li> <li>• Other examples of resistance or rebellions by enslaved people</li> </ul> <p><b>Examples of acceptable contextualization:</b></p> <ul style="list-style-type: none"> <li>• <i>“In the 18<sup>th</sup> century, abolitionist movements began to develop in England and other parts of Europe, inspired by the Enlightenment and by evangelical Protestant religious beliefs.”</i></li> <li>• <i>“Haiti was a highly profitable sugar colony of France.”</i> (Minimally acceptable contextualization)</li> </ul>
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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>(0–3 points)</b>	<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, 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> Accurately describe—rather than simply quote—the content from at least three of the documents to address the topic of factors that motivated the Haitian Revolution.  <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 letter recounts a revolt by free people of color.”</i></li> <li>(Document 6) <i>“The engraving shows a beautiful, smiling African woman who should be able to live ‘in liberty like you.’”</i></li> </ul>	<b>Responses that earn 2 points:</b> Support an argument in response to the prompt by accurately using the content of at least six documents.  <b>Examples of supporting an argument using the content of a document:</b> <ul style="list-style-type: none"> <li>(Document 5): <i>“Clarkson describes the anger and fear caused by the slave trade and treatment of slaves on plantations as the main reason for the revolt.”</i> (Describes and connects the contents of the document to an argument regarding the conditions of enslavement)</li> <li>(Document 4): <i>“The rebel leaders provide details of how plantation slaves are mistreated by the owners and operators of the plantation</i> (Describes and connects the content of the document to an argument regarding the conditions of enslavement)</li> <li>(Document 2) <i>“Madame L-T states that Ogé’s rebels are seeking the rights granted by them by the French Revolutionary government, which was inspired by Enlightenment ideas.”</i> (Describes and connects the contents of the document to an argument regarding the importance of Enlightenment ideas)</li> </ul>	
<b>Additional Notes:</b> To earn two points, the six documents do not have to be used in support of a single argument—they can be used across sub-arguments or to address counterarguments.			

<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> <p><b>Must use at least one specific piece of historical evidence relevant to an argument about whether the Haitian Revolution was caused primarily by the spread of Enlightenment ideas or by the conditions of enslavement, for example:</b></p> <ul style="list-style-type: none"> <li>• Specifics about the conditions of enslavement in the Caribbean/high mortality, constant influx of newly enslaved people from Africa</li> <li>• Enlightenment ideas or thinkers supporting equality and/or attacking slavery</li> <li>• French Revolutionary ideas and or principles relevant to slavery</li> <li>• Napoleon’s attempts to re-impose slavery, subdue the Haitian revolt</li> <li>• Declaration of the Rights of Man and Citizen</li> <li>• Examples of specific abolitionist figures or ideas</li> <li>• Ideas and documents associated with the American Revolution</li> </ul> <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>“When Europe’s demand for sugar increased, the plantations of the Caribbean imported increasing numbers of enslaved peoples from Africa to produce the crop.”</i> (Provides a piece of evidence not in the documents relevant to an argument for the greater importance of the conditions of enslavement)</li> <li>• <i>“Many members of the abolitionist movement in Europe were inspired by their religious faith, but others appealed to Enlightenment principles of liberty and human equality.”</i> (Provides a piece of evidence not in the documents relevant to an argument for the greater importance of Enlightenment ideas)</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	
<b>Row D</b> <b>Analysis and Reasoning</b>  <b>(0–2 points)</b>	<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>	
<p><b>Responses that do not earn this point:</b></p> <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> <p><b>Examples that do not earn this point:</b></p> <p><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></p> <ul style="list-style-type: none"> <li><i>“In Doc 4, the rebel leaders are obviously hostile to slaveowners.”</i></li> </ul> <p><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></p> <ul style="list-style-type: none"> <li><i>“L’Ouverture (doc 7) tells his troops that the purpose of the rebellion is to establish liberty.”</i></li> </ul>	<p><b>Responses that earn this point:</b></p> <p>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.</p> <p><b>Example of acceptable explanation of the significance of the author’s point of view:</b></p> <ul style="list-style-type: none"> <li>(Document 4): <i>“As leaders of the revolt, Papillon and Biassou have direct knowledge of the horrible conditions experienced by people forced to work on sugar plantations.”</i> (Connects the point of view of the document to an argument about the importance of the conditions of enslavement in the Haitian Revolution)</li> </ul> <p><b>Example of acceptable explanation of the relevance of the historical situation of a source:</b></p> <ul style="list-style-type: none"> <li>(Document 2): <i>“The letter-writer’s husband is part of the government that granted legal equality to free people of color, and she is trying to inform him of the failure of local authorities to carry out this decision.”</i> (Connects information about the historical situation of the quote with an argument about the influence of the Enlightenment on the Haitian Revolution)</li> </ul> <p><b>Example of acceptable explanation of the significance of the audience:</b></p> <ul style="list-style-type: none"> <li>(Document 1): <i>“The Society is addressing a French audience dedicated to Enlightenment ideas of natural liberty and equality for all.”</i> (Provides information about the audience of the source relevant to an argument about the influence of the Enlightenment on the Haitian Revolution)</li> </ul> <p><b>Example of acceptable explanation of the significance of the author’s purpose:</b></p> <ul style="list-style-type: none"> <li>(Document 7) <i>“L’Ouverture is rallying his troops by expanding their aim from local liberation to the universal struggle for freedom.”</i> (Provides information about the author’s purpose relevant to an argument about the influence of the Enlightenment on the Haitian Revolution)</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></p> <p>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 how rebel leaders seeking to end the abuses of slavery used Enlightenment ideas to appeal to sympathetic Europeans. (Explains nuance)</li> <li>• Analyzing multiple variables by constructing an argument that explores the potential conflict between Enlightenment ideas about political equality and ideas about the supposed inferiority of non-European races. (Explains nuance.)</li> <li>• Explaining insightful connections across periods by constructing an argument that explains how the isolation of Haiti after the Revolution challenges the ideas of the Enlightenment. (Explains relevant and insightful connections)</li> <li>• Corroborating multiple perspectives, such as exploring how religious beliefs motivated both European abolitionists and Haitian revolutionaries or how Enlightenment ideas were more accessible to some people of African or mixed-race descent than they were to others. (Corroborates, qualifies, or modifies an argument by considering diverse or alternative views or evidence)</li> </ul>	
<p><b>Additional Notes:</b> This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.</p>		



## Document Summaries

Document	Summary of Content	Explains the relevance of point of view (POV), purpose, historical situation, and/or audience by elaborating on examples such as:
1. Society of the Friends of Blacks, address to National Assembly	<ul style="list-style-type: none"> <li>Failure of the new French government to address grievances of enslaved people is making things worse</li> <li>Inconsistency between principles of liberty announced by the new government and the continuation of slavery</li> </ul>	<ul style="list-style-type: none"> <li>The National Assembly had only been created a few months before and enthusiasm for Revolutionary ideas was still high, strengthening the Society’s appeal. (historical situation)</li> <li>Resistance to the Old Regime/Bourbon monarchy in France was often described as resistance to slavery, and the Society’s assertion of hypocrisy is intended to remind Assembly members of this. (audience)</li> </ul>
2. Larchevesque-Thibaud, letter to her husband about Ogé’s revolt	<ul style="list-style-type: none"> <li>A group of free people of color, led by Ogé, have mounted a rebellion</li> <li>The rebels are demanding the enforcement of the French government decrees about equality for free people of color</li> </ul>	<ul style="list-style-type: none"> <li>Larchevesque-Thibaud’s husband is in the French government, so she is trying to give him a clear account of events. (purpose)</li> <li>As a member of the White minority on the island, Larchevesque-Thibaud is concerned about the possibility of the revolt spreading to the much more numerous enslaved people. (point of view)</li> </ul>
3. Dutty Boukman, sermon	<ul style="list-style-type: none"> <li>The god of the white people, who encourages crime and oppression, is different from the god of enslaved people, who protects his followers</li> <li>Enslaved people should abandon Catholic religious symbols</li> </ul>	<ul style="list-style-type: none"> <li>As a religious leader, Boukman expresses resistance to enslavement in religious terms. (point of view)</li> <li>The rebels are on the point of launching a violent attack, so Boukman uses stark imagery of good vs. evil to inspire the participants. (purpose/historical situation)</li> </ul>
4. Papillon and Biassou, letter to French commissioners	<ul style="list-style-type: none"> <li>Many slaveholders severely mistreat enslaved workers, even depriving them of customary rest periods</li> <li>Commissioners should intervene to end abuses by slaveholders</li> </ul>	<ul style="list-style-type: none"> <li>Papillon and Biassou are addressing commissioners from the French government who may not be aware of the extreme conditions on sugar plantations. (audience)</li> <li>Papillon and Biassou are attempting to justify a violent rebellion, so they emphasize the abuses that triggered the uprising. (purpose/historical situation)</li> </ul>
5. Thomas Clarkson, pamphlet on Haiti	<ul style="list-style-type: none"> <li>Kidnapping and mistreatment of Africans is the main cause of the revolt</li> <li>Violence and suppression will not be effective in ending the rebellion</li> </ul>	<ul style="list-style-type: none"> <li>As a member of the abolitionist movement, Clarkson sees slavery as inherently wrong. (point of view)</li> <li>Clarkson is using the Haitian revolt as an example/warning about the inevitability of the collapse of slavery in general. (purpose)</li> </ul>

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<p>6. Bonneville, engraving of African woman</p>	<ul style="list-style-type: none"> <li>• African woman is portrayed sympathetically</li> <li>• Caption reminds readers that the National Assembly has abolished slavery</li> </ul>	<ul style="list-style-type: none"> <li>• As an artist, Bonneville uses the visual medium to humanize his subject and challenge the racial justification for enslavement. (point of view/purpose)</li> <li>• The French Revolutionaries were debating the rights of women in government and in private life. (situation)</li> </ul>
<p>7. L’Ouverture, address to soldiers</p>	<ul style="list-style-type: none"> <li>• Exhorts his troops to fight to liberate enslaved people in Haiti</li> <li>• Portrays the rebellion as an effort to create a universal human brotherhood</li> </ul>	<ul style="list-style-type: none"> <li>• As leader of a rebel army, L’Ouverture is seeking to remind his troops of the highest motives for their actions. (historical situation/audience)</li> <li>• L’Ouverture is probably aware that his words will be spread to a European audience, so he employs imagery from the French Revolution to garner support. (audience)</li> </ul>

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The period of colonialism ensued for centuries, with France being a main colonizer of territories gained in the New World. As European countries began to exert their power over their colonies, revolutions began to occur as colonies began to vie for freedom, independence, and justice. One well-known example of such action by colonies is the American Revolution in which a conglomerate of Northern American British colonies rebelled against the mother country, Great Britain. However, one less famous revolution occurred on the part of the French - the Haitian Revolution, led by rebel leader Toussaint l'Ouverture. Although European Enlightenment ideas were ~~related to~~ <sup>related to</sup> the Haitian Revolution, the slave trade ~~and its conditions~~ <sup>and its conditions</sup> were the chief cause of rebellion and revolution in Haiti because the Haitians' ~~quest~~ <sup>quest</sup> for freedom was motivated by their own personal goals and ideas, not the Europeans' ideas of Enlightenment, like natural rights.

~~Because~~ The slave trade was a critical influence on the Haitian Revolution because it was the first and greatest offense pushed on the Haitians by French colonizers. After the Columbian Exchange, the Triangular Trade system was formed, mainly enabling African slaves to be sold to the Americas. Similarly, Haitians found themselves enslaved to French colonizers who viewed them as inferior and animalistic. In Document 5, British abolitionist Thomas Clarkson describes the Haitian "insurrection" as being chiefly caused by the slave trade, which deprived ~~countless~~ <sup>countless</sup> native Haitians of their freedoms. He says that such ~~terrible~~ <sup>terrible</sup> conditions led to resentment and bitterness among the Haitians. Because Clarkson was an abolitionist, his claim that Haitians should not be "kept in a state of subjection" makes sense; furthermore, since the British and

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French were constantly at odds grasping for power and leverage over each other, his condemnation of the French lines up with the British-French hostility during this time period. Moreover, this document describes ~~they~~ one plausible reason why the Haitians began to rebel against the French: the slave trade and its consequences, as it disillusioned and jaded the Haitians against the French, thereby sparking ~~the~~ revolution. Document 4 by rebel leaders Papillon and Basson makes a similar conclusion: the harsh circumstances the French imposed on the Haitians left them in an understandably miserable and imprisoned state. Since Papillon and Basson's intended audience of this letter was to French governmental representatives, their plea to outlaw such terrible mistreatment, like taking away the Haitians' time off and refusing to help when the Haitian slaves were sick, also makes sense. Thus, from even a French point of view, ~~the~~ trade seems a plausible and sensible reason for the Haitian revolution as the French government had made no effort thus far to curb mistreatment of Haitian slaves and the horrific slave trade. Together, these documents showcase the harshness of French mistreatment and how those circumstances could have motivated revolution.

However, the ~~main~~ <sup>related</sup> cause of the Haitian Revolution was the European Enlightenment because it prompted the Haitians to have reasonable, logical, and freedom-based ideologies for revolution. The Enlightenment was a period in Europe in which thinkers emphasized the meaning of freedom and democracy, what it meant to be human, and other similar ideas, such as in Locke's Two Treatises of Government. Because the Enlightenment ~~was~~ was a primary

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Cause of American Revolution like in Thomas Paine's publications, it does make sense that such a movement could influence the Haitians as well. Document 7, ~~is~~ stated by the leader of the Haitian Revolution on himself - L'Ouverture - makes a claim that reflects many similar Enlightenment ideas. He discusses a "flame" of liberty, "inalienable rights," freedom, and the will of God motivating all of the Haitians to make change and bring liberty. In historical context, this ~~dictum~~ ~~and~~ ~~usage~~ did spark considerable revolutions in America, possibly having a similar effect in Haiti as Paine did in what is now the United States. ~~The~~ L'Ouverture's point of view reflects his position as a Haitian himself and his desire to see his fellow citizens free from the bonds of slavery. This document thus demonstrates his motivations to lead the Haitian Revolution - a desire to see his people free, and a desire to see Enlightenment ideas such as liberty and inalienable rights become a reality for the Haitians. Similarly, an engraving by French artist F. Bonaeuille in Document 8 presents a connecting idea. The picture shows a beautiful, happy Haitian woman and challenges the intended audience - the French - "am I not your sister?" thus prompting the viewer to feel convicted and guilty as nobody ~~could~~ would want their own sister enduring such hardship. Although the engraving is French artist Bonaeuille, he ~~seems to think that~~ <sup>seems to think that</sup> all people have equal rights and liberties because of his motive for people to view this kind, undeserving woman as a sister. Thus, the influence of the Enlightenment is demonstrated as a French person has a contrarian point of view - no one deserves to be a slave.

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no matter their origin or color. Thus, the influence of the Enlightenment is demonstrated to be a large factor in the ~~French~~ Haitian Revolution as 2 very different stakeholders - 1 Haitian L'Ouverture and French Bonnetille - see the conditions endured by the Haitians as terrible and horrific based on Enlightenment criteria and ideas.

However, although the Enlightenment did have considerable influence on the Haitian Revolution, it was not the ultimate cause: the Haitians' experiences of slavery prompted a desire for freedom, not the Enlightenment itself. It is important to note that the Enlightenment was strictly European, and its philosophies often didn't extend to non-Europeans as racism, ethnocentrism, and discrimination prevailed during this time. So, the Haitians probably felt closed off from this movement, a sentiment echoed by Document 3 by Vodun Priest Ratty Boudeman. He describes the gods of white and black men as having different goals, separating the Haitians and French by religion. This separation reflects the unfairness of Enlightenment ideas being preached in France when compared to the French's refusal to treat Haitians as actual people. Not only was France denying Enlightenment rights, so were other colonizers, like the Spanish who killed off millions of ~~other~~ Latin Americans through purposeful means such as small pox blankets and the Encomienda System. This denial of rights shows that indigenous peoples probably felt disconnected from the Enlightenment in Haiti and in other colonies. ~~Similarly~~ Similarly, Vodun views the white man's god as criminal, while the black man's is just and good, showing his point of view. The separate motives of

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Haitians are also shown in Document 1 by the Society of the Friends of the Blacks to the French National Assembly. These authors describe the Haitians' primary revolutionary motive as, once again, "chains and galleys" and the "National Assembly's indifference" to their circumstances of slavery and hardship. The speakers reject the claim that "good fortune" glimmers only for white citizens, showing that their point of view is that everyone is deserving of rights, regardless of skin color. Although their POV does reflect Enlightenment ideas, their point of view was most likely caused by their harsh circumstances, and as the Haitians felt unequal to the French, their goals of freedom and liberty were probably not Enlightenment-based, but hardship-based.

In conclusion, although the Haitians were motivated by rights and liberties similar to those described by Enlightenment stakeholders, their quest for liberty was ultimately motivated by their strong desire for freedom and equity. In Document 2, the wife of a French National Assembly deputy describes rebel Oge ~~desire~~ to desire rights of mixed-race individuals and the whole of Haiti. His determination doesn't reflect a surge of European ideas; rather, it reflects the desire of the human heart to see yourself and others achieve happiness and equality.

→ Historically, the battle between the Haitians was raging, and Louise describes the height of battle as both parties want to strike.

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The Haitian Revolution was an uprising of the enslaved people in the French controlled St. Domingo. The people were severely mistreated, but enlightenment ideals are what caused the people of Haiti to fight against their oppressors in the late 1700s. The three key ideals of Enlightenment thought were the equal rights of all people, the equal treatment of all people, and the ideals of democracy.

The enslaved people of Haiti were inspired to fight against the French because they believed in the ideals of equal rights. In the first document, the Society of the Friends of the Blacks tells the French National Assembly that "all men are born free and equal in rights" as well as the fact that "there would only be chains and gallows for Black people while good fortune glimmers only for the white people". The Society of the Friends of the Blacks believes that the enslaved people in Haiti have just as much of a right to freedom as the people of France do. The engraving In Freedom Like You reads "In freedom like you... am I not your sister?". Bonneville, the engraving's artist, is depicting the desire for freedom that the enslaved people of Haiti want. They want to be treated the same as every other person. In document seven, the rebel leader Toussaint L'Ouverture calls for his men to aid the people of Haiti by "let us bring them under the compass of our rights, the inalienable rights of free men" and he wants to "unite the human species into a single brotherhood." He wants all people, black and white, to have the same rights and no longer bear the shades of slavery. The ideas of equal rights from the Enlightenment thinker, John Locke has encouraged people to stand up against their oppressors.

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The Enlightenment ideal of being treated equally has also impacted the revolution of Haiti. Document 4 states, "Most masters torture their slaves by mistreating them in all sorts of ways, ... leaving them naked, ... letting them die of misery" and asks for the clear "outlawing [of] such harsh mistreatment" and the abolishment of "the terrible plantation prisons". Papillon and Biasson ask the French government for this kind of aid because it is unjust. No one should be treated this way. Everyone should be treated like a human being. In Document 5, Clarkson claims the "insurrection of the islands" can be attributed "undoubtedly to the slave trade" because the people have been "forcibly deprived of [their freedom]". He believes that people should not be kept "in a state of subjection to us", the only way to do this is "by breaking their spirits and treating them as creatures of another species." Even a British abolitionist can identify how bad the conditions are and how wrong it is to treat another human being as lesser. Finally, the Enlightenment idea of democracy has appealed to the people of Haiti. Document 2 describes how Gœ wrote to the [Colonial] Assembly about how he has "told them that he has come from Paris to tell the people of mixed race about the decrees passed by the National Assembly and sanctioned by the King," which "concern equality for people of mixed race". He wants to "write to defend their rights" ~~and is willing to~~ and is willing to "give their last drops of blood to uphold the decrees". The French Revolution that led to the National Assembly's creation, was inspired by Enlightenment ideas of democracy. The people of Haiti could have been inspired by the French to fight against them. Document three states how the people of Haiti should "throw away the symbol of the god of the White man who has often caused us to weep and listens to the voice of freedom which speaks in the

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of us all. Boulemer's sermon was intended to inspire the people of Haiti to rise up against their oppressors. The idea of ruling over self instead of being ruled by another and their religion is a big part of democratic thoughts.

Therefore, the Haitian Revolution was inspired by the ~~the~~ ideas of the Enlightenment. The enslaved people wanted to have equal rights to white men. They wanted to no longer be treated poorly and wanted freedom. Finally, they didn't want to be ruled by other people which is the basis of democracy.

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The Haitian Revolution was primarily caused by the terrible conditions of enslavement. ~~the~~

~~This~~ This is because the slaves believed that they should have equal rights like everyone else, the slaves wanted vengeance for ~~the~~ the way that they were mistreated, and such mistreatment would eventually lead to revolt.

To begin, slaves believed that they should have the same rights as everyone else. It wasn't even close to fair how poorly they were treated, as they were people too and should've had equal rights to every other person. I know this because in Document 7, Toussain L'Ouverture stated that they wanted to seek the liberty that God has granted them. He stated that they simply wanted the ~~in~~ inalienable rights that they were granted, without having to be enslaved against their will. ~~These people~~ These people simply wanted to be free men which would lead to the Revolution.

In addition to this, some slaves wanted vengeance for the way that they ~~were~~ were treated. <sup>As Document 1 states</sup> These slaves were treated terribly for ~~so~~ long, that they have built up anger and resentment toward the white slave owners. So when the Revolution began, their vengeance

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seeking sales, took advantage of the opportunity to fight back against the unfair slave owners that plagued their lives and took their liberties and freedoms for so long.

A third reason why slavery led to the Revolution is that slaves were mistreated so terribly for so long that a revolt was bound to happen. As document 3 states, God wasn't going to let the evil slave owners continue their madness, and slaves weren't going to continue to take the unfairness they were dealing with. As documents 4 and 5 state, slaves were almost treated as if they were wild animals of another species. They were tortured at all times of the day and night. Slave owners would often take away their slaves midday rest, make them work on holidays and Sundays, left their slaves naked, left them with no help when they were sick, and leaving them to die in misery. Masters enjoyed torturing their slaves as much as they could. The slaves weren't going to take this treatment forever. After so many years of torture and built up hate, they were bound to revolt.

In conclusion, the Haitian Revolution was primarily caused by the terrible conditions of enslavement.

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The slaves believed that they should have equal rights like everyone else, some slaves even wanted vengeance for the way that they were mistreated, and such mistreatment was bound to lead to revolt. These slaves weren't going to take such mistreatment forever. They revolted, leading to the Haitian Revolution.

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## Question 1—Document-Based Question

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

### Overview

The Document-Based Question (DBQ) is designed to evaluate the degree to which students can analyze various types of historical documents in constructing an essay that responds to the tasks required by the prompt. Responses are assessed on the extent to which they meet seven requirements specified in the generic rubric and the scoring guideline.

The 2023 DBQ asked students to evaluate whether or not the Haitian Revolution was motivated primarily by the spread of Enlightenment ideas or by the conditions of enslavement. Students were provided with seven documents (one of which was an image) on which to base their responses. To answer this question, students had to have an understanding of the Enlightenment (Unit 4 Topic 4.3 The Enlightenment: Key Concepts 2.3.1 A., 2.3.1 B, and 2.3.III A) and the French Revolution (Unit 5 Topic 5.5: Key Concepts 2.1.iv).

Students were asked to write an essay containing a historically defensible thesis that takes a position and establishes a line of reasoning about whether Enlightenment ideas or conditions of enslavement were the main cause of the Haitian Revolution. The responses were expected to provide context by linking the Haitian Revolution to a broader historical context relevant to the prompt (e.g., the French Revolution or Enlightenment ideas about human rights or equality).

To earn one point for evidence, students were required to describe the content of at least three documents to address the primary cause of the Haitian Revolution. To earn two evidence points, students had to accurately use the content of at least six documents to support an argument or arguments related to the cause or causes of the Haitian Revolution. To earn a third evidence point, students were required to use one additional relevant piece of specific historical evidence.

Students were expected to identify and explain the significance of the audience, purpose, point of view, or historical situation for at least three documents/sources, including how the chosen feature is relevant to an argument concerning the causes of the Haitian Revolution. Finally, responses were required to demonstrate a complex understanding of the causes of the Haitian Revolution by analyzing multiple variables or causes, linking arguments to change and continuity over time, making relevant and insightful connections within and across time periods and geographic areas or themes, or qualifying or modifying an argument by considering diverse or alternative views or evidence.

## Question 1—Document-Based Question (continued)

**Sample: 1A**

**Score: 7**

**Thesis: 1**

**Contextualization: 1**

**Evidence: 3**

**Analysis and Reasoning: 2**

### **A. Thesis/Claim (0–1 points): 1**

The response earned 1 point for thesis. At the end of the first paragraph the response constructs an argument that the slave trade and the conditions of enslavement were the primary motivations for the Haitian Revolution.

### **B. Contextualization (0–1 points): 1**

The response earned 1 point for contextualization. In the first paragraph it discusses the American Revolution and its connections to the Haitian Revolution.

### **C. Evidence (0–3 points): 3**

#### **Uses the content of at least three documents to address the topic of the prompt: 1**

The response earned the first evidence point by correctly using the content of all of the documents.

#### **Supports an argument in response to the prompt using at least six documents: 1**

The response earned an additional evidence point for using documents 5, 4, 3, 1, and 2 for an argument about how the conditions of enslavement led to the Haitian Revolution. It uses documents 7 and 6 for an argument acknowledging the influence of the Enlightenment.

#### **Uses at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt: 1**

The response earned 1 point for connecting the Columbian Exchange to an argument about conditions of enslavement (beginning of the second paragraph). It also uses John Locke's Second Treatise on Government to support an argument about the influence of the Enlightenment (beginning of the third paragraph.)

### **D. Analysis and Reasoning (0– 2 points): 2**

#### **Sourcing for at least three documents: 1**

The response earned the first analysis and reasoning point because it correctly sources at least three documents: 5 (point of view; because Clarkson is an English abolitionist, he is addressing both the problems of slavery and the tensions between France and England at this time), 4 (audience; the authors are trying to persuade the French government to improve conditions in Haiti); 6 (audience; appealing to the French to recognize the woman's humanity), and 3 (purpose; the author creates a dichotomy between good vs. evil to inspire the rebels).

### Question 1—Document-Based Question (continued)

#### **Demonstrating Complex Understanding: 1**

The response earned the second analysis and reasoning point because it qualifies an argument with a sustained discussion about Enlightenment ideas being European with limited appeal to and application for Haitians who were primarily motivated by the harsh conditions of enslavement. The qualification is introduced in the first paragraph and developed more fully in the conclusion.

#### **Sample: 1B**

**Score: 4**

**Thesis: 1**

**Contextualization: 0**

**Evidence: 3**

**Analysis and Reasoning: 0**

#### **A. Thesis/Claim (0–1 points): 1**

The response earned 1 point for thesis for an argument in the first paragraph that acknowledges the mistreatment of slaves but says that the Enlightenment ideals of equality were the primary reason for the Haitian Revolution.

#### **B. Contextualization (0–1 points): 0**

The response did not earn 1 point for contextualization because the attempt in the first paragraph does not rise above a passing phrase or reference.

#### **C. Evidence (0–3 points): 3**

##### **Uses the content of at least three documents to address the topic of the prompt: 1**

The response earned the first evidence point by correctly using the content of at least three documents.

##### **Supports an argument in response to the prompt using at least six documents: 1**

The response earned an additional evidence point for using documents 1, 6, 7, 4, 5, 2, and 3 to support arguments about equality.

##### **Uses at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt: 1**

The response earned 1 point for a specific discussion of John Locke's arguments about resisting oppression at the end of the second paragraph.

#### **D. Analysis and Reasoning (0–2 points): 0**

##### **Sourcing for at least three documents: 0**

The response did not earn the first analysis and reasoning point because it does not attempt to source the documents.



### Question 1—Document-Based Question (continued)

#### **Demonstrating Complex Understanding: 0**

The response did not earn the second analysis and reasoning point because it does not attempt to demonstrate a complex understanding of the topic through corroboration, qualification, or modification.

#### **Sample: 1C**

**Score point: 2**

**Thesis: 1**

**Contextualization: 0**

**Evidence: 1**

**Analysis and Reasoning: 0**

#### **A. Thesis/Claim (0–1 points): 1**

The response earned 1 point for a thesis in the first paragraph that asserts that the main cause of the Revolution was the conditions of enslavement, leading to a desire for equality and revenge.

#### **B. Contextualization (0–1 points): 0**

The response did not earn 1 point for contextualization because the attempt in the first paragraph is merely a passing phrase to the “terrible conditions” of slavery.

#### **C. Evidence (0–3 points): 1**

##### **Uses the content of at least three documents to address the topic of the prompt: 1**

The response earned the first evidence point by correctly using the content of at least three documents: 7, 1, 3, 4, and 5.

##### **Supports an argument in response to the prompt using at least six documents: 0**

The response did not earn an additional evidence point because it only uses five documents.

##### **Uses at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt: 0**

The response did not earn a point for evidence beyond the documents because it does not attempt it.

#### **D. Analysis and Reasoning (0–2 points): 0**

##### **Sourcing for at least three documents: 0**

The response did not earn the first analysis and reasoning point because it does not attempt to source the documents.

**Question 1—Document-Based Question (continued)**

**Demonstrating Complex Understanding: 0**

The response did not earn the second analysis and reasoning point because it does not attempt to demonstrate a complex understanding of the topic through corroboration, qualification, or modification.