

2023



AP[®] European History

Scoring Guidelines

Set 1

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timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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

Examples that earn this point include the following:

- Growing popularity of medical knowledge among men and women in early modern England who were enthusiastic about finding medicinal recipes.
- Knowledge of medicinal recipes was an expectation for men and women in wealthier households.
- Even though there was some commercial medicine, the majority of healthcare in the period described took place at home.

(B) Explain how the approach to knowledge described in the passage reflects developments of the 1500s and early 1600s. **1 point**

(Note: A single development is sufficient.)

Examples that earn this point include the following:

- During the Scientific Revolution, experimentation and the use of logic and reason became more important as a source of knowledge, as shown by the example of Dering.
- Knowledge was passed along by tradition and word of mouth, such as the trading of medicinal recipes described in the passage.
- Most everyday useful knowledge was local and not systematized and was passed within and between local households.
- During the Renaissance, there was an emphasis on humanism and a secular focus on knowledge, resulting in less emphasis on religious reasoning.
- The widespread use of the printing press helped spread literacy and factual knowledge in printed material.

(C) Explain one effect of the changes in European medicine during the late 1700s and 1800s. **1 point**

Examples that earn this point include the following:

- Vaccine inoculation for smallpox significantly reduced the death rate from the disease.
- Urban areas began to implement more public health measures, such as the creation of sewer systems and curbs on pollution.
- Advances in medicine reduced the death rate for Europeans in tropical areas, enabling the vast expansion of European empires in Africa and Asia in the 1800s.
- Medicine became a discipline in universities, resulting in qualified doctors and a hospital system, which became the usual way people received medical care.
- Sterilization and sanitation, and later an understanding of germs and bacteria, resulted in far fewer deaths from infection and an increased life expectancy.

Total for question 1 3 points

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

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

(A) Describe a likely audience of the declaration. **1 point**

Examples that earn this point include the following:

- A likely audience is government authorities, to whom he's explaining his reasons for refusing to sign the constitutional oath.
- Another audience is his parishioners or other Catholics, explaining his refusal and the important relationship between the Church and the French nation.
- He could be explaining to fellow members of the clergy who might be thinking of resisting the revolutionary government or giving in to it.

(B) Explain one way in which the declaration reflects a development during the French Revolution. **1 point**

Examples that earn this point include the following:

- The National Assembly was attacking the power and wealth of the Church in France because it owned land and collected tithes/taxes.
- The Assembly tried to force clergy members to sign an oath of allegiance to France rather than the Church.
- The Revolutionary government had nationalized Church land, making it far less powerful and more subservient to France than before.
- The first phase of the French Revolution had begun, and its government was attempting to limit the power of the traditional elite, including the First Estate.
- Enlightenment ideas held by revolutionaries emphasized the importance of a separation of church and state rather than obedience to traditional religious powers.
- The Revolutionary government now paid clerical salaries, tying them to the state.

- (C)** Explain one effect after 1791 of ideas such as those expressed in Baude’s declaration. **1 point**

Examples that earn this point include the following:

- The nationalization of Church property and clergy was not enough to satisfy the revolutionary government, which led to further challenges to the Church in France.
- The radical phase of the French Revolution, led by Robespierre, further attacked the Church and Christianity, attempting to remove all aspects of Christianity from French life.
- The radical attack on the Church and Christianity alienated some French citizens, which was part of the reason why the radical phase failed, and the conservative phase followed.
- Napoleon sought an accommodation with the Catholic Church in the Concordat of 1801 in order to win over French Catholics alienated by the Revolution’s stance against the Church.
- Despite the fact that the radical phase of the Revolution failed, and the attempted de-Christianization of France failed overall, the trend of secularism seen during the Revolution continued after the Revolution.
- Revolutionary attacks on the Church led some clergy members and supporters to leave France.

Total for question 2 3 points

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

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

(A) Describe one cause for the development of the Concert of Europe in the early 1800s. **1 point**

Examples that earn this point include the following:

- An alliance of countries that came together to defeat Napoleonic/Revolutionary France.
- The agreements reached at the Congress of Vienna to contain France and prevent Napoleon's return.
- The desire to forestall revolutionary sentiment and maintain the conservative political order.
- Fears of the political effects of the spread of nationalism during and after the French Revolutionary wars/Wars of Napoleon.

(B) Explain one way in which the Concert of Europe affected Europe in the first half of the 1800s. **1 point**

Examples that earn this point include the following:

- Conservative monarchies intervened to suppress revolutions and liberal movements.
- Nationalist movements for independence/unification were suppressed.
- Resentment toward conservative institutions grew across Europe, helping lead to the Revolutions of 1848.
- France sought to divide the Concert of Europe and create a new diplomatic order. Balance of power was maintained in Europe after the Napoleonic Wars.

(C) Explain one reason why the Concert of Europe broke down in the mid-1800s.

1 point

Examples that earn this point include the following:

- The Revolutions of 1848 challenged conservative governments and pushed Metternich, the architect of the Concert of Europe, out of office.
- Nationalist movements grew in strength, eventually forcing some constitutional reforms and/or revolutionary change.
- European countries were increasingly concerned with Russian expansionism, leading to open conflict between members of the Concert of Europe in the Crimean War.
- Great Britain's parliament was increasingly liberal and highly skeptical of the commitment to intervene in internal European affairs on behalf of conservative monarchies.

Total for question 3 3 points

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

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

(A) Describe one cause for the development of the Cold War in the mid-1900s. **1 point**

Examples that earn this point include the following:

- The previously existing fear of the spread of communism in the West after the Bolshevik Revolution.
- The Soviet occupation of Eastern Europe and the installation of communist regimes (Iron Curtain/Eastern Bloc).
- The Soviet fear of another invasion by Germany/the West as had happened in the World Wars.
The development of nuclear weapons first by the United States and then the Soviet Union.

(B) Explain one way in which the Cold War affected Europe in the second half of the 1900s. **1 point**

Examples that earn this point include the following:

- Both sides created economic unions (EEC/COMECON) to bind nations together and advance their economic ideologies.
- Alliance systems of mutual security were created in the West and the East (NATO/Warsaw Pact).
- The United States played a much greater role in Western European culture, economics, and politics than it had before the Second World War (Marshall Plan, Truman Doctrine).
- Eastern and Western Europe followed very different economic and social paths, as the West embraced individualism, capitalist consumerism, and social welfare programs, and the East pursued a more collective system based on central planning and suppression of dissent.
- Fears of nuclear conflict and mutually assured destruction (intensified by arms race) loomed over European society.

(C) Explain one reason why the Cold War ended in the late 1900s.

1 point

Examples that earn this point include the following:

- Economic discontent in the Eastern Bloc grew, manifesting in opposition movements such as Solidarity in Poland.
- Soviet Premier Gorbachev implemented economic and political reforms that allowed for more criticism of the government and openness to the West.
- A western arms buildup, in addition to the drain of the Afghanistan War, pushed Soviet military spending beyond the state's capacity to maintain.
- Unlike prior uprisings against communist rule in Hungary and Czechoslovakia, the Soviet Union refused to intervene against the uprisings in Eastern Europe in 1989.

Total for question 4 3 points

Question 1: Document-Based Question, Romanticism vs. Enlightenment

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 Romanticism maintained a connection to the Enlightenment or challenged the Enlightenment.

Reporting Category	Scoring Criteria	
<p>Row A Thesis/Claim (0-1 points)</p>	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.</p>
Decision Rules and Scoring Notes		
<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • Are not historically defensible. • Only restate or rephrase the prompt. • Do not respond to the prompt. • Do not establish a line of reasoning. • Are overgeneralized. 		<p>Responses that earn this point: The response must provide a historically defensible thesis or claim that establishes a position on a historically defensible thesis or claim that establishes a position on whether Romanticism maintained a connection to the Enlightenment or challenged the Enlightenment. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.</p>
<p>Examples that do not earn this point:</p> <p>Provide a historically defensible claim, but do not establish a line of reasoning</p> <ul style="list-style-type: none"> • <i>“The Romantic movement challenged many of the main ideas of the Enlightenment.”</i> <p>Establish a line of reasoning, but do not provide a historically defensible claim</p> <ul style="list-style-type: none"> • <i>“The Romantic movement rejected emotion and intuition and emphasized reason and logic.”</i> 		<p>Examples that earn this point:</p> <p>Establish a line of reasoning that evaluates the topic of the prompt</p> <ul style="list-style-type: none"> • <i>“Romantics continued to deal with many of the same concerns as Enlightenment figures, especially in their interest in the natural world and the secret of life.”</i> <p>Establish a line of reasoning that evaluates the topic of the prompt with analytic categories</p> <ul style="list-style-type: none"> • <i>“Romanticism was a challenge to the Enlightenment because of the greater value Romantics placed on the arts and their intuitive, emotional approach to understanding the human and natural world.”</i> <p>Establish a line of reasoning</p> <ul style="list-style-type: none"> • <i>“Romanticism was a major challenge to the Enlightenment because it questioned the value of reason.”</i> (Minimally acceptable thesis/claim)
<p>Additional Notes:</p> <ul style="list-style-type: none"> • The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs). • The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period. 		

Reporting Category	Scoring Criteria	
Row B Contextualization (0-1 points)	0 points Does not meet the criteria for one point.	1 point Describes a broader historical context relevant to the prompt.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: <ul style="list-style-type: none"> Provide an overgeneralized statement about the time period referenced in the prompt. Provide context that is not relevant to the prompt. Provide a passing phrase or reference. 	Responses that earn this point: Accurately describe a context relevant to whether Romanticism maintained a connection to the Enlightenment or challenged the Enlightenment.
	Examples that do not earn this point: Do not provide context relevant to the topic of the prompt <ul style="list-style-type: none"> <i>“The emotionalism of Romanticism was threatened by the rising influence of the Enlightenment.”</i> <i>“Romanticism can be described as breaking away from reality, and find the beauty within nature and mankind. However, the Enlightenment focused on realism and science.”</i> Provide an overgeneralized statement about the time period referenced in the prompt <ul style="list-style-type: none"> <i>“Europe was experiencing massive intellectual change in the 1700s.”</i> Provide a passing phrase or reference <ul style="list-style-type: none"> <i>“Most intellectuals in the 1700s considered themselves part of the Enlightenment.”</i> 	Examples of relevant context that earn this point include the following if appropriate elaboration is provided: <ul style="list-style-type: none"> Connection between the Enlightenment and the Scientific Revolution—continued advances in science in the 1700s Enlightenment’s empiricist approach to nature and natural phenomena Enlightenment approaches to religion—Deism, skepticism Political upheavals in Europe—French Revolution Neoclassicism in the arts (as a contrast to Romanticism) Examples of acceptable contextualization: <ul style="list-style-type: none"> <i>“The immense discoveries of the Scientific Revolution seemed to prove the value of a reasoned, systematic approach to knowledge and human experience.”</i> <i>“Up until the Romantic era, artists and intellectuals thought reason was more important than emotion.”</i> (Minimally acceptable contextualization)
Additional Notes: <ul style="list-style-type: none"> The response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. To earn this point, the context provided must be more than a phrase or reference. 		

Reporting Category	Scoring Criteria		
<p>Row C Evidence</p> <p>(0-3 points)</p>	Evidence from the Documents		
	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Uses the content of at least three documents to address the topic of the prompt.</p>	<p>2 points Supports an argument in response to the prompt using at least six documents.</p>
	Decision Rules and Scoring Notes		
<p>Responses that do not earn points:</p> <ul style="list-style-type: none"> • Use evidence from less than three of the documents • Misinterpret the content of the document • Quote, without an accompanying description, of the content of the documents • Address documents collectively rather than considering separately the content of each document 	<p>Responses that earn 1 point: Accurately describe—rather than simply quote—the content from at least three of the documents to address the topic of whether Romanticism maintained a connection to the Enlightenment or challenged the Enlightenment.</p> <p>Examples of describing the content of a document: Describe evidence from the documents relevant to the topic but do not use that evidence to support an argument</p> <ul style="list-style-type: none"> • (Document 3) <i>“Coleridge discusses his reading of Newton and challenges Newton’s understanding of the world.”</i> • (Document 1) <i>“Wordsworth advocates a walk in the woods as a means of gaining important knowledge.”</i> 	<p>Responses that earn 2 points: Support an argument in response to the prompt by accurately using the content of at least six documents.</p> <p>Examples of supporting an argument using the content of a document:</p> <ul style="list-style-type: none"> • (Document 1): <i>“Wordsworth asserts that scientific knowledge comes from an emotion—pleasure, demonstrating that the Romantics were less interested in reason.”</i> (Connects the contents of the document to an argument that Romanticism marked a break with the Enlightenment) • (Document 7): <i>“Goethe, one of the most famous German Romantics, is nevertheless interested in the systematic study of nature and what would eventually be known as evolution.”</i> (Connects the contents of the document to an argument that Romanticism showed some continuities with the Enlightenment) 	
<p>Additional Notes: To earn two points, the six documents do not have to be used in support of a single argument—they can be used across sub-arguments or to address counterarguments.</p>			

Row C (Continued)	Evidence beyond the Documents:	
	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Uses at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.</p>
	Decision Rules and Scoring Notes	
	<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • Provide evidence that is not relevant to an argument about the prompt. • Provide evidence that is outside the time period or region specified in the prompt. • Repeat information that is specified in the prompt or in any of the documents. • Provide a passing phrase or reference. 	<p>Responses that earn this point: Must use at least one specific piece of historical evidence relevant to an argument about whether Romanticism maintained a connection to the Enlightenment or challenged the Enlightenment.</p> <p>Examples of specific and relevant evidence beyond the documents that earn this point include the following if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> • Connections to nationalism and the French Revolution • Religious revivalism • Rousseau as a transitional figure between Enlightenment and Romanticism • Any of various Romantic artists/writers not included in the documents • Any of various Romantic works of literature (Sorrows of Young Werther, The Prelude, etc.) • Any of various major Romantic paintings • Sturm und Drang style • Romantic interest in folklore and superstition • Relationships between Romantic figures and scientists <p>Examples of evidence beyond the documents relevant to an argument about the prompt:</p> <ul style="list-style-type: none"> • <i>“Goethe’s popular novel follows a young man’s efforts to free himself from intellectual and social restraints.”</i> (Provides a piece of evidence not in the documents relevant to an argument about the prompt) • <i>“The writings of Jean-Jacques Rousseau bridged the gap between Enlightenment and Romanticism, by focusing on ideas of natural morality and education.”</i> (Provides a piece of evidence not in the documents relevant to an argument about the prompt)
<p>Additional Notes:</p> <ul style="list-style-type: none"> • Typically, statements credited as evidence will be more specific than statements credited as contextualization. • To earn this point, the evidence provided must be different from the evidence used to earn the point for contextualization. • To earn this point, the evidence provided must be more than a phrase or reference. 		

Reporting Category	Scoring Criteria	
Row D Analysis and Reasoning (0-2 points)	Sourcing	
	0 points Does not meet the criteria for one point.	1 point For at least three documents, explains how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument.
	Decision Rules and Scoring Notes	
<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> Explain sourcing for less than three of the documents. Identify the point of view, purpose, historical situation, and/or audience but fail to explain how or why it is relevant to an argument. Summarize the content or argument of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience. <p>Examples that do not earn this point:</p> <p>Identify the point of view, purpose, historical situation, and/or audience, but do not explain how or why it is relevant to an argument</p> <ul style="list-style-type: none"> <i>“In Document 2, Novalis writes from the point of view of a scientist.”</i> <p>Summarize the content of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience</p> <ul style="list-style-type: none"> <i>(Document 7): “Palagi, in a carefully composed painting, celebrates a moment of scientific insight by Isaac Newtown, a scientist who inspired men of the Enlightenment.” (Note that the inclusion of the word “carefully composed” is not enough by itself to gain credit for sourcing.)</i> 	<p>Responses that earn this point:</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>Example of acceptable explanation of the significance of the document’s purpose:</p> <ul style="list-style-type: none"> (Document 7): “Goethe, writing to a government official at a time when states competed for scientific prestige, is eager to establish his contributions to scientific knowledge.” (Connects the purpose of the document to an argument in favor of continuity) <p>Example of acceptable explanation of the relevance of the audience of a source:</p> <ul style="list-style-type: none"> (Document 2): “Novalis is an intellectual writing to other intellectuals, so his claim that poetic understanding is superior to scientific understanding is all the more striking.” (Provides information about the audience of the document relevant to an argument that Romanticism marked a break with the Enlightenment) <p>Example of acceptable explanation of the significance of the source’s point of view:</p> <ul style="list-style-type: none"> (Document 6): “Palagi is looking back at the artistic achievements of an earlier era, which may explain why he blends Neoclassical and Romantic elements together.” (Identifies the point of view of the image and how this affects the image’s reliability as a piece of evidence) <p>Example of acceptable explanation of the relevance of the historical situation of a source:</p> <ul style="list-style-type: none"> (Document 3): “Coleridge wrote his biographical sketches at a time when scientific discoveries about nature were accelerating and grabbing people’s attention.” (Provides sourcing regarding the historical situation of the document and connects that information to an argument in favor of continuity) 	

Row D (continued)	Complexity	
	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.</p>
Decision Rules and Scoring Notes		
	<p>Responses that earn this point: May demonstrate a complex understanding in a variety of ways, such as:</p> <ul style="list-style-type: none"> • Explaining nuance of an issue by analyzing multiple variables. • Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects. • Explaining relevant and insightful connections within and across periods. • Confirming the validity of an argument by corroborating multiple perspectives across themes. • Qualifying or modifying an argument by considering diverse or alternative views or evidence. <p>Demonstrating complex understanding might include any of the following if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> • Analyzing multiple variables, for example discussing how the responses to the Enlightenment by visual artists, poets and philosophers in the Romantic period differed. (Explains nuance) • Explaining how the Romantic movement was a response to multiple developments, for example the Enlightenment and industrialization. (Explains multiple causes) • Explaining insightful connections across periods, for instance by constructing an argument that accounts for shifts within the Romantic movement from a universalist movement (like the Enlightenment) to more particularistic expressions of localism and nationalism. (Explains relevant and insightful connections) • Qualifying the argument, for instance by exploring ways in which Romantic artists and thinkers both distanced themselves from strict Enlightenment rationalism while also still sharing the Enlightenment’s interest in scientific progress. (Corroborates, qualifies, or modifies an argument by considering diverse or alternative views or evidence) 	
	<p>Additional Notes: 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, situation, and/or audience by elaborating on examples such as:
1. Wordsworth “Tables Turned”	<ul style="list-style-type: none"> Poem argues that nature teaches more about life and humanity than science or investigation 	<ul style="list-style-type: none"> As a poet who writes about nature and beauty, Wordsworth argues that they can be a surer source of truth than intellectual study. (point of view) Wordsworth had received a rigorous education, so his rejection of it in favor of free-ranging study of nature is all the more telling. (situation)
2. Novalis, Romantic Encyclopedia notes	<ul style="list-style-type: none"> Emphasizes the combination of nature and study in experimentation and trying to understand the world around one Argues for the ultimate importance of the poet over the scientist 	<ul style="list-style-type: none"> Novalis, an intellectual interested in the Romantic point of view, wishes to justify its value to those who may not subscribe to it. (purpose) As an intellectual, Novalis’s endorsement of the greater value of poetic insights would have carried more weight. (situation)
3. Coleridge letter	<ul style="list-style-type: none"> Criticizes Newton as a materialist who views the external world with a passive mind Expresses how Shakespeare and Milton are greater than Newton 	<ul style="list-style-type: none"> At a time when Newton’s theories and pure science were praised, Coleridge, himself a poet, admires Shakespeare and Milton as greater than Newton, because Newton merely takes a passive view of the external world. (point of view/situation) As a romantic poet expressing to his letter’s reader that spirit is above science, Coleridge declares that it would take five hundred souls of Newton to make one Shakespeare or Milton. (point of view/audience)
4. M. Shelley “Frankenstein”	<ul style="list-style-type: none"> Depiction of a fictional scientist rejecting the rational approaches of the Enlightenment and turning back to alchemy. Expresses the limitations of science in understanding the most important aspects of nature 	<ul style="list-style-type: none"> As a Romantic author emphasizing the spiritual qualities of nature, Shelley has her fictional character take an approach to knowledge that Enlightenment rationalists had discarded. (point of view/purpose) Writing to British readers at the start of England’s industrialization, Shelley wishes to show how nature has spiritual qualities in order to break from a purely scientific, rational approach to nature. (point of view/purpose/situation)
5. P. Shelley, “Defense of Poetry”	<ul style="list-style-type: none"> Writes about the essence of poetry, and how it is not created purposely, but comes from within the writer, often out of his control. 	<ul style="list-style-type: none"> As a poet who is also interested in science, Shelley sees poetic knowledge as essential for understanding the world. (point of view) Addressing an audience of non-poets, Shelley is attempting to define poetic inspiration as something that comes from outside of oneself and is not under one’s conscious control. (audience)

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<p>6. Pelagio Palagi, “Newton Discovering the Refraction of Light,” painting, 1827</p>	<ul style="list-style-type: none"> • Illustrates Newton observing the refraction of light • Depicts Newton’s discovery as a moment of inspiration from watching a child blow bubbles 	<ul style="list-style-type: none"> • As a painter influenced by Romanticism, the artist attempts to show Newton as influenced less by experimental deduction but rather by a moment of inspired insight. (POV/purpose) • Shows the continuing influence of the Newtonian worldview, even as the artist adds elements of emotion and inspiration to Newton’s scientific methods, as the child’s game beats the books and instruments as the source of Newton’s discovery. (situation)
<p>7. Goethe letter</p>	<ul style="list-style-type: none"> • Writes about his own personal scientific investigations into plants and animal anatomy • Describes himself as part of a community of scholars 	<ul style="list-style-type: none"> • As a public intellectual, Goethe is eager to promote scientific research by describing his own accomplishments and their influence. (purpose) • Writing to a government official, Goethe wishes to establish his scientific credentials in a time period when states competed in science. (audience/situation)

Question 2: Long Essay Question, Reformation Change

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 political or social change during the Reformation period (1517–1650).

Reporting Category	Scoring Criteria	
<p>Row A Thesis/Claim (0-1 points)</p>	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.</p>
Decision Rules and Scoring Notes		
<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • Are not historically defensible. • Only restate or rephrase the prompt. • Do not respond to the prompt. • Do not establish a line of reasoning. • Are overgeneralized. 		<p>Responses that earn this point: Provide a historically defensible thesis or claim about the most significant political or social change in the Reformation. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.</p>
<p>Examples that do not earn this point:</p> <p>Do not focus on the topic of the prompt</p> <ul style="list-style-type: none"> • <i>“The most significant change in the Reformation era was the expansion of trade with Asia and the Americas.”</i> <p>Do not provide a historically defensible claim</p> <ul style="list-style-type: none"> • <i>“The most significant change in the Reformation was the belief in the supreme authority of the Pope in political matters.”</i> <p>Provide a historically defensible claim, but do not establish a line of reasoning</p> <ul style="list-style-type: none"> • <i>“The Reformation marked a major change in the political and social structure of European society.”</i> <p>Restate the prompt or are overgeneralized</p> <ul style="list-style-type: none"> • <i>“The Reformation was a time of significant continuity, as much remained the same in spite of significant change.”</i> • <i>“The continuities in the Reformation are more significant than the changes.”</i> 		<p>Examples that earn this point:</p> <p>Establish a line of reasoning that evaluates the topic of the prompt</p> <ul style="list-style-type: none"> • <i>“The most significant political change in the Reformation was that rulers attempted to use Protestantism as a means of gaining or keeping political power.”</i> <p>Establish a line of reasoning that evaluates the topic of the prompt with analytic categories</p> <ul style="list-style-type: none"> • <i>“The most significant social and political change in the Reformation was the challenging of traditional hierarchies, as peasants and other marginalized people used Protestant challenges to papal authority as a reason to challenge political and social authority.”</i> <p>Establish a line of reasoning</p> <ul style="list-style-type: none"> • <i>“The most significant change in the Reformation was the pope’s loss of political authority.”</i> (Minimally acceptable thesis/claim)
<p>Additional Notes:</p> <ul style="list-style-type: none"> • The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs). • The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period. 		

Reporting Category	Scoring Criteria			
<p>Row B Contextualization</p> <p>(0-1 points)</p>	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Describes a broader historical context relevant to the prompt.</p>		
Decision Rules and Scoring Notes				
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<p>Additional Notes:</p> <ul style="list-style-type: none"> • The response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. • To earn this point, the context provided must be more than a phrase or reference. 				

Reporting Category	Scoring Criteria					
Row C Evidence (0-2 points)	0 points Does not meet the criteria for one point.	1 point Provides specific examples of evidence relevant to the topic of the prompt.	2 points Supports an argument in response to the prompt using specific and relevant examples of evidence.			
Decision Rules and Scoring Notes						
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; padding: 5px;"> Responses that do not earn points: <ul style="list-style-type: none"> Identify a single piece of evidence. Provide evidence that is not relevant to the topic of prompt. Provide evidence that is outside the time period or region specified in the prompt. Repeat information that is specified in the prompt. </td> <td style="width: 33%; padding: 5px;"> Responses that earn 1 point: Identify at least two <u>specific historical examples</u> relevant to the topic of the most significant political or social change in the Reformation. Examples of evidence that are specific and relevant include the following (two examples required): <ul style="list-style-type: none"> Luther’s critiques of the Church The various offshoots of Protestantism The wars of religion Henry VIII’s break with the Catholic Church The Catholic Reformations The Council of Trent The spread of peasant revolts in Europe Habsburg efforts to unite Europe Missionary efforts in the Americas and Asia </td> <td style="width: 33%; padding: 5px;"> Responses that earn 2 points: Use at least two <u>specific historical examples</u> to support an argument regarding the most significant political or social change in the Reformation. Examples that successfully support an argument with evidence: <ul style="list-style-type: none"> “The Church recognized the need to respond to Luther and the rise of Protestantism, and it did so in two ways: reforming itself through the Council of Trent, and encouraging Catholic Kings and princes to violently suppress Protestantism, helping fuel the Wars of Religion that went on through the 1500s and only ended in 1648.” (Functions as part of an argument that Catholic reforms were a change during the Reformation period) “Many political authorities saw the Reformation and the weakening of papal authority as a chance to expand their own authority. For example, Henry VIII, who had been honored by the pope as a defender of the Catholic faith, broke with the Church to create the Church of England when the pope would not agree to allow Henry VIII to divorce his wife.” (Presents a topic sentence making a general statement about the political authorities taking advantage of the Reformation followed by two specific examples) “Habsburg rulers saw themselves as defenders of the Christian faith, both against internal enemies such as the Protestants, but also against the threat of the Muslim Ottomans. Despite their efforts, the Ottomans continued to expand and Protestant states such as England and the Dutch Republic defeated Habsburg attempts to reimpose Catholicism on them.” (Presents evidence about the Habsburgs and links it to an argument about changes in the period) </td> </tr> </table>				Responses that do not earn points: <ul style="list-style-type: none"> Identify a single piece of evidence. 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	<p>Additional Notes:</p> <ul style="list-style-type: none"> Typically, statements credited as evidence will be more specific than statements credited as contextualization. If a response has a multipart argument, then it can meet the threshold of two pieces of evidence by giving one example for one part of the argument and another example for a different part of the argument, but the total number of examples must still be at least two. 		
Reporting Category	Scoring Criteria		
Row D Analysis and Reasoning (0-2 points)	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Uses historical reasoning (e.g., comparison, causation, continuity, and change) to frame or structure an argument that addresses the prompt.</p>	<p>2 points Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.</p>
	Decision Rules and Scoring Notes		
	<p>Responses that do not earn points:</p> <ul style="list-style-type: none"> May include evidence but offer no reasoning to connect the evidence to an argument. May assert the use of historical reasoning but do not use it to frame or structure an argument. 	<p>Responses that earn 1 point: Must demonstrate the use of historical reasoning to frame or structure an argument for the most significant political or social continuity in the Reformation, although the reasoning may be uneven, limited, or imbalanced.</p>	<p>Responses that earn 2 points: May demonstrate a complex understanding in a variety of ways, such as:</p> <ul style="list-style-type: none"> Explaining the nuance of an issue by analyzing multiple variables. Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects. Explaining relevant and insightful connections within and across periods. Confirming the validity of an argument by corroborating multiple perspectives across themes. Qualifying or modifying an argument by considering diverse or alternative views or evidence.

<p>Examples that do not earn points:</p> <p>Provide evidence but offer no reasoning to connect the evidence to an argument</p> <ul style="list-style-type: none"> • <i>“The Jesuit order was established to counter the Protestants and spread Catholicism abroad.”</i> • <i>“Henri IV was willing to revert to Catholicism to bring an end to the French civil wars.”</i> 	<p>Using a historical thinking skill to frame or structure an argument could include:</p> <ul style="list-style-type: none"> • Using continuity and change over time reasoning to explain the most significant political or social change in the Reformation • Structuring an argument thematically to highlight changes in different geographical areas of Europe, such as the lack of Protestant success in southern Europe compared to northern Europe. • Arranging an argument to recount developments over the course of the period showing change over time across Europe. <p>Example of acceptable use of historical reasoning:</p> <ul style="list-style-type: none"> • <i>“Eventually, Europeans were permitted to practice their faith privately which is a major social change from before the reformation when Europeans were mandated to go to Church, support a certain religion, and obey the religious ideals of their absolutist leader.”</i> (Structure of response demonstrates change over time) 	<p>Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> • Explaining differences in the changes in the Reformation era in different areas of Europe. (Provides insightful connections within and across periods) • Explaining the interactions between continuities and changes during the Reformation era. (Explains nuance, multiple variables.) • Evaluating whether the continuities in the Reformation were more significant than the changes. (Qualifies or modifies an argument) • Considering both political and social changes during the Reformation. (Confirms the validity of an argument by corroborating multiple perspectives across themes)
<p>Additional Notes: This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.</p>		

Question 3: Long Essay Question, Econ Imperialism 19th Century Change

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 change in Europe's economic relationship with the rest of the world during the 1800s.

Reporting Category	Scoring Criteria					
<p>Row A Thesis/Claim (0-1 points)</p>	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.</p>				
Decision Rules and Scoring Notes						
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The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.</p> </td> </tr> <tr> <td style="padding: 5px;"> <p>Examples that do not earn this point:</p> <p>Do not focus on the topic of the prompt</p> <ul style="list-style-type: none"> • <i>“The most significant change in Europe’s economy was the Agricultural Revolution.”</i> <p>Do not provide a historically defensible claim</p> <ul style="list-style-type: none"> • <i>“The most significant change in Europe’s economic relationship with the rest of the world was Europe’s reliance on imports of manufactured goods.”</i> <p>Provide a historically defensible claim, but do not establish a line of reasoning</p> <ul style="list-style-type: none"> • <i>“The Nineteenth century was the time of the second big push for European imperialism.”</i> <p>Restate the prompt or are overgeneralized</p> <ul style="list-style-type: none"> • <i>“The 1800s were a time of significant change, as many things changed while there were also significant continuities.”</i> • <i>“The changes in Europe’s economic relationship with the rest of the world are more significant than the continuities.”</i> </td> <td style="padding: 5px;"> <p>Examples that earn this point:</p> <p>Establish a line of reasoning that evaluates the topic of the prompt</p> <ul style="list-style-type: none"> • <i>“The most significant economic change in the nineteenth century was that Europeans switched from a primary interest in luxury goods to a focus on imports of raw materials for industrial use.”</i> <p>Establish a line of reasoning that evaluates the topic of the prompt with analytic categories</p> <ul style="list-style-type: none"> • <i>“The most significant economic change was the new imperialism, which looked for new captive markets to sell industrial products to, while also using investment in newly independent countries in the Americas to ensure a supply of food and raw materials.”</i> <p>Establish a line of reasoning</p> <ul style="list-style-type: none"> • <i>“The most significant change in the relations with the rest of the world was the industrial Revolution making Europe the dominant economic power in the world.”</i> (Minimally acceptable thesis/claim) </td> </tr> </table>			<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • Are not historically defensible. • Only restate or rephrase the prompt. • Do not respond to the prompt. • Do not establish a line of reasoning. • Are overgeneralized. 	<p>Responses that earn this point:</p> <p>Provide a historically defensible thesis or claim about the most significant change in nineteenth-century Europe’s economic relationship with the rest of the world. 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Reporting Category	Scoring Criteria		
<p>Row C Evidence (0-2 points)</p>	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Provides specific examples of evidence relevant to the topic of the prompt.</p>	<p>2 points Supports an argument in response to the prompt using specific and relevant examples of evidence.</p>
Decision Rules and Scoring Notes			
<p>Responses that do not earn points:</p> <ul style="list-style-type: none"> Identify a single piece of evidence. Provide evidence that is not relevant to the topic of prompt. Provide evidence that is outside the time period or region specified in the prompt. Repeat information that is specified in the prompt. 	<p>Responses that earn 1 point: <u>Identify at least two specific historical examples</u> relevant to the topic of the most significant change in nineteenth-century Europe’s economic relationship with the rest of the world.</p>	<p>Responses that earn 2 points: <u>Use at least two specific historical examples</u> to support an argument regarding the most significant change in nineteenth-century Europe’s economic relationship with the rest of the world.</p>	<p>Examples that do not earn points: Provide evidence that is outside the time period</p> <ul style="list-style-type: none"> “European states developed joint stock or East India companies to manage trade and colonies in Asia.”
	<p>Examples of evidence that are specific and relevant include the following (two examples required):</p> <ul style="list-style-type: none"> The Industrial Revolution The Scramble for Africa European colonies in Asia Examples of goods or resources extracted from colonies Imperial competition between European states Economic imperialism Independence movements in Latin America Medical and technological advances Abolitionism Critiques of imperialism Settler colonies 	<p>Examples that successfully support an argument with evidence:</p> <ul style="list-style-type: none"> “The Scramble for Africa was triggered in part by King Leopold’s claim to the Belgian Congo. Like earlier imperialism, the Belgians exploited native labor to extract resources, in this case ivory and rubber.” (Functions as part of an argument that resource extraction was part of a change in the nineteenth century) “Europeans remained fascinated with potential markets in Asia, especially China and Japan, and made forceful efforts to open those markets throughout the nineteenth century, which contributed to conflicts such as the Opium Wars.” (Presents a topic sentence making a specific statement about Asian trade, followed by an example of an effect of that push to open markets in Asia) “European economic policies and behavior in the world was challenged throughout the nineteenth century. In the first half of the century abolitionists sought to end the slave trade and the plantation system, and in the second half, antiimperialists called out abuses in the Belgian Congo and other places that violently forced locals to work on Europeans behalf.” (Presents a topic sentence making a general statement about challenges to economic policies, followed by two examples of critiques of European behavior in the rest of the world) 	
	<p>Example of a statement that earns one point for evidence:</p> <ul style="list-style-type: none"> “Throughout the century, industrial production in England required resources and markets from overseas. Settler colonies in Canada, Australia, and New Zealand provided food and other raw materials such as wool and timber to England and bought finished English products in return.” (Provides two specific pieces of historical evidence relevant to the prompt) 		

	<p>Additional Notes:</p> <ul style="list-style-type: none"> Typically, statements credited as evidence will be more specific than statements credited as contextualization. If a response has a multipart argument, then it can meet the threshold of two pieces of evidence by giving one example for one part of the argument and another example for a different part of the argument, but the total number of examples must still be at least two. 		
Reporting Category	Scoring Criteria		
Row D Analysis and Reasoning (0-2 points)	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Uses historical reasoning (e.g., comparison, causation, continuity, and change) to frame or structure an argument that addresses the prompt.</p>	<p>2 points Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.</p>
	Decision Rules and Scoring Notes		
	<p>Responses that do not earn points:</p> <ul style="list-style-type: none"> May include evidence but offer no reasoning to connect the evidence to an argument. May assert the use of historical reasoning but do not use it to frame or structure an argument. 	<p>Responses that earn 1 point:</p> <p>Must demonstrate the use of historical reasoning to frame or structure an argument about the most significant change in nineteenth-century Europe’s economic relationship with the rest of the world.</p>	<p>Responses that earn 2 points:</p> <p>May demonstrate a complex understanding in a variety of ways, such as:</p> <ul style="list-style-type: none"> Explaining the nuance of an issue by analyzing multiple variables. Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects. Explaining relevant and insightful connections within and across periods. Confirming the validity of an argument by corroborating multiple perspectives across themes. Qualifying or modifying an argument by considering diverse or alternative views or evidence.

<p>Examples that do not earn points:</p> <p>Provide evidence but offer no reasoning to connect the evidence to an argument</p> <ul style="list-style-type: none"> • <i>“The Congress of Berlin was organized by Bismarck.”</i> • <i>“Indian soldiers rebelled against the British in 1857.”</i> 	<p>Using a historical thinking skill to frame or structure an argument could include:</p> <ul style="list-style-type: none"> • Using continuity and change over time reasoning to explain the most significant economic change in nineteenth-century Europe’s economic relationship with the rest of the world • Structuring an argument thematically to highlight changes in different geographical areas of the world, such as the push of Europeans from trading ports into the interior of Asia. • Arranging an argument to recount developments over the course of the period showing a long-term change. <p>Examples of acceptable use of historical reasoning:</p> <ul style="list-style-type: none"> • <i>“The need for markets for industrial goods was a key change of the nineteenth century, which led to the creation of formal settler colonies.”</i> (Uses CCOT reasoning to highlight an economic change in the 1800s. This statement would need to be followed with at least a minimal elaboration of this reasoning.) • <i>“Europeans went from trading posts on the coast to opening the interior of Africa over the course of the century, in the quest for new resources.”</i> (Uses CCOT reasoning to highlight a change in Europe’s relationship with Africa. This statement would need to be followed with at least a minimal elaboration of this reasoning.) 	<p>Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> • Explaining differences in the changes in Europe’s economic relations with different parts of the world. (Provides insightful connections within and across geographical spaces) • Explaining the interactions between continuities and changes during the nineteenth century, such as changes in the types of raw materials being sought. (Explains nuance, multiple variables.) • Evaluating whether the continuities in the nineteenth century were more significant than the changes. (Qualifies or modifies an argument) • Considering political and social changes during the nineteenth century, and how they relate to economic changes. (Confirms the validity of an argument by corroborating multiple perspectives across themes)
<p>Additional Notes: This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.</p>		

Question 4: Long Essay Question, Political Instability Continuity

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 change in the sources of political instability in Europe during the 1900s.

Reporting Category	Scoring Criteria	
<p>Row A Thesis/Claim (0-1 points)</p>	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.</p>
Decision Rules and Scoring Notes		
<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • Are not historically defensible. • Only restate or rephrase the prompt. • Do not respond to the prompt. • Do not establish a line of reasoning. • Are overgeneralized. 		<p>Responses that earn this point: Provide a historically defensible thesis or claim about the most significant change in the sources of political instability in twentieth-century Europe. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.</p>
<p>Examples that do not earn this point:</p> <p>Do not focus on the topic of the prompt</p> <ul style="list-style-type: none"> • <i>“The most significant changes in the effects of political instability was the creation of international organizations such as the UN.”</i> <p>Do not provide a historically defensible claim</p> <ul style="list-style-type: none"> • <i>“The most significant change in the sources of European political instability in the twentieth century was Europe’s lack of economic growth.”</i> <p>Provide a historically defensible claim, but do not establish a line of reasoning</p> <ul style="list-style-type: none"> • <i>“The twentieth century was a period of intense international conflict, including two world wars.”</i> <p>Restate the prompt or are overgeneralized</p> <ul style="list-style-type: none"> • <i>“Politics in the 20th Century showed significant change, as many things changed while there were also significant continuities.”</i> • <i>“The changes in Europe’s politics are more significant than the continuities.”</i> 		<p>Examples that earn this point:</p> <p>Establish a line of reasoning that evaluates the topic of the prompt</p> <ul style="list-style-type: none"> • <i>“The most significant change in twentieth-century political instability was the emergence of radical nationalist ideologies such as Nazism and fascism.”</i> <p>Establish a line of reasoning that evaluates the topic of the prompt with analytic categories</p> <ul style="list-style-type: none"> • <i>“The most significant change in sources was the economic pressures resulting from the First World War and the Great Depression, which helped fuel radical movements on both the left and the right in the interwar period.”</i> <p>Establish a line of reasoning</p> <ul style="list-style-type: none"> • <i>“The most significant change in twentieth century political instability was the threat posed by communism after the Bolshevik Revolution.”</i> (Minimally acceptable thesis/claim)
<p>Additional Notes:</p> <ul style="list-style-type: none"> • The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs). • The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period. 		

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<p>Row B Contextualization (0-1 points)</p>	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Describes a broader historical context relevant to the prompt.</p>		
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<p>Row C Evidence (0-2 points)</p>	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Provides specific examples of evidence relevant to the topic of the prompt.</p>	<p>2 points Supports an argument in response to the prompt using specific and relevant examples of evidence.</p>			
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However, despite some superficial concessions, the Tsarist government failed to fix itself, helping pave the way for the 1917 revolutions that overthrew it and led to the communist takeover.”</i> (Functions as part of an argument that failed reform efforts provoked political instability) <i>“European economic problems were a source of political instability. The 1929 stock market collapse and the resulting Depression led to the rise of the Nazis in Germany, and the collapse of other democracies in Eastern Europe.”</i> (Presents a topic sentence making a general statement about economic problems, followed by an example of an effect of economic problems on political stability) <i>“After two World Wars, Western European leaders tried to apply lessons learned in the first half of the twentieth century. They created the EEC to bind nations together economically and stop the trade issues that had contributed to prior depressions. 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However, despite some superficial concessions, the Tsarist government failed to fix itself, helping pave the way for the 1917 revolutions that overthrew it and led to the communist takeover.”</i> (Functions as part of an argument that failed reform efforts provoked political instability) <i>“European economic problems were a source of political instability. The 1929 stock market collapse and the resulting Depression led to the rise of the Nazis in Germany, and the collapse of other democracies in Eastern Europe.”</i> (Presents a topic sentence making a general statement about economic problems, followed by an example of an effect of economic problems on political stability) <i>“After two World Wars, Western European leaders tried to apply lessons learned in the first half of the twentieth century. They created the EEC to bind nations together economically and stop the trade issues that had contributed to prior depressions. They also put in generous welfare policies in hopes of preventing the sort of radicalism that grew out of mass unemployment.”</i> (Presents a topic sentence making a general statement about economic policies, followed by two examples of postwar economic changes)
<p>Responses that do not earn points:</p> <ul style="list-style-type: none"> Identify a single piece of evidence. Provide evidence that is not relevant to the topic of prompt. Provide evidence that is outside the time period or region specified in the prompt. Repeat information that is specified in the prompt. <p>Examples that do not earn points:</p> <p>Provide evidence that is outside the time period</p> <ul style="list-style-type: none"> <i>“Brexit showed the limits of the European Union in the face of nationalism.”</i> 	<p>Responses that earn 1 point:</p> <p><u>Identify at least two specific historical examples</u> relevant to the topic of the most significant change in the sources of political instability in twentieth-century Europe.</p> <p>Examples of evidence that are specific and relevant include the following (two examples required):</p> <ul style="list-style-type: none"> The Bolshevik Revolution Collapse of Ottoman and Austrian Empires The World Wars Versailles Treaty Decolonization The Great Depression Fascism and Nazism Collapse of Communism Yugoslav Wars 1968 Soviet interventions Cold War Communist vs. Capitalist systems <p>Example of a statement that earns one point for evidence:</p> <ul style="list-style-type: none"> <i>“The success of the 1917 Bolshevik Revolution in Russia inspired similar attempts at revolution in other parts of Europe, particularly in Germany in 1919, during the so-called Spartacist revolt, which was brutally put down by right-wing militias known as Freikorps.”</i> (Provides at least two specific pieces of historical evidence relevant to the prompt) 	<p>Responses that earn 2 points:</p> <p><u>Use at least two specific historical examples</u> to support an argument regarding the most significant change in the sources of political instability in twentieth-century Europe.</p> <p>Examples that successfully support an argument with evidence:</p> <ul style="list-style-type: none"> <i>“The 1905 Revolution in Russia was a warning shot to the Tsarist government that it needed reform. However, despite some superficial concessions, the Tsarist government failed to fix itself, helping pave the way for the 1917 revolutions that overthrew it and led to the communist takeover.”</i> (Functions as part of an argument that failed reform efforts provoked political instability) <i>“European economic problems were a source of political instability. The 1929 stock market collapse and the resulting Depression led to the rise of the Nazis in Germany, and the collapse of other democracies in Eastern Europe.”</i> (Presents a topic sentence making a general statement about economic problems, followed by an example of an effect of economic problems on political stability) <i>“After two World Wars, Western European leaders tried to apply lessons learned in the first half of the twentieth century. They created the EEC to bind nations together economically and stop the trade issues that had contributed to prior depressions. They also put in generous welfare policies in hopes of preventing the sort of radicalism that grew out of mass unemployment.”</i> (Presents a topic sentence making a general statement about economic policies, followed by two examples of postwar economic changes) 				

	<p>Additional Notes:</p> <ul style="list-style-type: none"> Typically, statements credited as evidence will be more specific than statements credited as contextualization. If a response has a multipart argument, then it can meet the threshold of two pieces of evidence by giving one example for one part of the argument and another example for a different part of the argument, but the total number of examples must still be at least two. 		
Reporting Category	Scoring Criteria		
Row D Analysis and Reasoning (0-2 points)	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Uses historical reasoning (e.g., comparison, causation, continuity, and change) to frame or structure an argument that addresses the prompt.</p>	<p>2 points Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.</p>
	Decision Rules and Scoring Notes		
	<p>Responses that do not earn points:</p> <ul style="list-style-type: none"> May include evidence but offer no reasoning to connect the evidence to an argument. May assert the use of historical reasoning but do not use it to frame or structure an argument. 	<p>Responses that earn 1 point:</p> <p>Must demonstrate the use of historical reasoning to frame or structure an argument about the most significant change in the sources of political instability in twentieth-century Europe.</p>	<p>Responses that earn 2 points:</p> <p>May demonstrate a complex understanding in a variety of ways, such as:</p> <ul style="list-style-type: none"> Explaining the nuance of an issue by analyzing multiple variables. Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects. Explaining relevant and insightful connections within and across periods. Confirming the validity of an argument by corroborating multiple perspectives across themes. Qualifying or modifying an argument by considering diverse or alternative views or evidence.

<p>Examples that do not earn points:</p> <p>Provide evidence but offer no reasoning to connect the evidence to an argument</p> <ul style="list-style-type: none"> • <i>“The Bolshevik Revolution followed the prior revolution that replace the Tsar.”</i> • <i>“The uprising in Czechoslovakia in 1968 was known as Prague Spring.”</i> 	<p>Using a historical thinking skill to frame or structure an argument could include:</p> <ul style="list-style-type: none"> • Using continuity and change over time reasoning to explain the most significant change in the sources of political instability in twentieth-century Europe. • Structuring an argument thematically to highlight changes in different geographical areas of Europe, such as the emergence of new nationalist tensions in the Balkans. • Arranging an argument to recount developments over the course of the period showing structural changes. <p>Examples of acceptable use of historical reasoning:</p> <ul style="list-style-type: none"> • <i>“The fear of communist revolution was a key part of the political instability of the twentieth century, as the west saw Bolsheviks hiding everywhere.”</i> (Uses CCOT reasoning to highlight a change in the twentieth century; this statement would need to be followed with at least a minimal elaboration of this reasoning) • <i>“Germany represented the most significant change in the source of political instability as it would intensify competition among the European states for the strongest military power.”</i> (Uses CCOT reasoning to highlight how one state created political change and response in others) 	<p>Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> • Explaining differences in the changes in Europe’s political instability in the twentieth century in different parts of Europe. (Provides insightful connections within and across geographical spaces) • Explaining the interactions between continuities and changes during the twentieth century, such as changes in instability after the World Wars. (Explains nuance, multiple variables) • Evaluating whether the continuities in the twentieth century were more significant than the changes. (Qualifies or modifies an argument) • Considering economic and social changes during the twentieth century, and how they relate to political changes. (Confirms the validity of an argument by corroborating multiple perspectives across themes)
<p>Additional Notes: This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.</p>		