

2023



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# AP<sup>®</sup> European History

## Scoring Guidelines

### Set 2

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timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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

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**(A)** Describe one argument made in the passage. **1 point**

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

- People began visiting cities such as Paris to see new fashions, cultural trends, etc.
- Paris was the first modern European city.
- Changes in the seventeenth century altered the urban experience.
- Visitors/travelers became more interested in the new (Paris) rather than the old (Rome).
- Motivations for travel became more secular and focused on consumption.
- Rome was old/ancient city that people visited for inspiration and/or history.

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**(B)** Explain how a piece of evidence from the passage supports one of the author’s claims. **1 point**

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

- Discussion of ancient monuments in Rome vs. new architecture in Paris illustrates the shift in reasons for traveling to cities.
- New cafes and public gardens were constructed to appeal to travelers and encourage consumption.
- Public gardens and shops were increasingly appealing to visitors and travelers.
- Travelers were less interested in old cathedrals and cemeteries.

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- C)** Explain how one development during the late 1600s and 1700s shaped the changes described in the passage. **1 point**

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

- Shift in economic power to Atlantic states facilitated the growth of Paris as a cultural center.
- New goods and products arriving from overseas, such as coffee, tea, and chocolate, created new types of consumption and spaces for consumption.
- Population rebound after the Little Ice Age encouraged urban growth and greater urban sophistication.
- Improvements in agricultural production (Agricultural Revolution) encouraged urban growth and greater urban sophistication.
- Cultural shifts after the Renaissance and Reformation toward more secular values (e.g., Enlightenment or Scientific Revolution) leads to shifting interests.
- Infrastructure improvements and state centralization under Louis XIV led to modernization of Paris, the capital city of France.
- Growth of trade and a consumer economy created a class of people with the money for leisure travel.
- Emergence of a wealthy merchant class led to increased consumption of goods and experiences.

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**Total for question 1 3 points**

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

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- **Clarity:** Exam responses should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.
- **Describe:** Provide the relevant characteristics of a specified topic. Description requires more than simply mentioning an isolated term.
- **Explain:** Provide information about how or why a historical development or process occurs or how or why a relationship exists.

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**(A)** Describe one argument made in the passage. **1 point**

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

- The king has the greatest power.
- The king's authority comes from God.
- The power of the king is superhuman and divine.
- The wishes of the king should be treated as commands.
- The power of the king does not come from the people he rules.

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**(B)** Describe one relevant context in which the sermon was delivered. **1 point**

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

- The development of new monarchies/more centralized states.
- The emergence of absolutist theories of monarchy.
- Religious conflicts between Catholics and Protestants and between Protestant sects.
- Disputes in England between the Crown and Parliament.
- Attempts by the Stuart monarchy to consolidate power.
- The Church of England had the monarch at its head.

- (C)** Explain one way in which views such as those expressed in the passage were challenged later in the 1600s. **1 point**

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

- Emergence of ideas of popular sovereignty during the early Enlightenment (John Locke) led political thinkers to challenge the notion of the power of monarchy.
- During the early Enlightenment some scientists and intellectuals became more critical of monarchical absolutism.
- The English Civil War overthrew the monarchy and executed the king.
- The Glorious Revolution overthrew the existing monarchy and established parliamentary supremacy.

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**Total for question 2 3 points**

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

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- **Clarity:** Exam responses should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.
- **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 change in French politics or society achieved by the liberal phase of the French Revolution. **1 point**

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

- Establishment of a constitutional monarchy.
- Creation of a representative assembly to pass laws and govern the country.
- Establishment of the idea of citizenship.
- Nationalization of the Catholic Church/confiscation of church land
- Recognition of the rights of religious minorities such as Jews and Protestants.
- Abolition of aristocratic and hereditary privileges.
- Abolition of serfdom
- Recognition of the power and influence of the bourgeoisie.
- Improvement of conditions for some of the peasantry.
- Temporary gains in rights for women in citizenship, divorce, and inheritance

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- (B)** Explain how the radicalization of the French Revolutionary regime led to one change prior to Napoleon's takeover of the French government. **1 point**

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

- The regime's need to protect itself led to the effective concentration of power in a small group (the Committee of Public Safety).
- Driven by radical ideas, the Jacobins launched a campaign of state-sponsored violence (the Reign of Terror).
- The decision to execute Louis XVI led to war between the French Republic and all the major monarchies of Europe.
- Radicals attacked the Tuileries Palace causing the National Assembly to issue a proclamation ending the monarchy, creating the first French Republic.
- The hostility to the Catholic church and its support for the Bourbon monarchy led the regime to attempt to de-Christianize France.

- The regime attempted to limit opposition at home by fixing prices and wages.
- Because of real or imagined foreign interference, the revolutionary regime became hostile to established monarchies of Europe.
- In order to strengthen its position, the regime attempted to export revolutionary ideas to other areas of Europe through conquest and propaganda.
- The need to defend itself from a large coalition led the regime to adopt mass mobilization (*levée en masse*) to create large armies.
- The Jacobin party, consisting of more radical revolutionaries, gained control of the National Assembly.
- The desire to suppress internal dissent led the regime to adopt harsh punishments, a larger police force, and counterinsurgency tactics in some areas (e.g., the Vendée).
- The hope of creating a new national identity led the regime to adopt new symbols/new civic rituals/a new calendar/a new religion (The Cult of the Supreme Being).

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**(C)** Explain one way in which the regime of Napoleon represented a continuity with the radical phase of the French Revolution. **1 point**

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

- Napoleon continued the mass mobilization policies of the radical regime in order to support his armies.
- Conservative monarchies continued to oppose France, seeing Napoleon as an illegitimate monarch and a successor of the French Revolution.
- Like the Jacobins, Napoleon pursued an aggressive foreign policy initially justified by the idea of spreading revolutionary ideas to the rest of Europe.
- Napoleon maintained restrictions on the rights of women to participate in public life
- To consolidate his rule, Napoleon used many of the same repressive measures as the Jacobin regime.
- To strengthen his government, Napoleon continued and expanded the radical policies of meritocracy and more open access to public service and military advancement.

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**Total for question 3 3 points**

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

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

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- (A)** Describe one significant change to European politics or society caused by nationalism in Europe during the period 1900 to 1950. **1 point**

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

- Nationalism and national rivalries led to two major and highly destructive European conflicts (the world wars).
- Nationalism encouraged greater government control over society in totalitarian governments.
- Nationalism contributed to the breakup of some multiethnic empires (Austria Hungary, the Ottoman Empire) at the end of the First World War and loss of territory by others (e.g., Germany and Russia losing territory to Poland).
- Nationalism led to the creation of new states in Eastern Europe at the end of the First World War.
- Growth of nationalism and independence movements in European colonies forced a change in domestic politics in Europe as countries faced the possible loss of empire.

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- (B)** Explain one way in which nationalism led to a change in European politics or society during the period 1950 to 2000. **1 point**

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

- The excesses of nationalism discredited it in the eyes of many people after the Second World War and encouraged support for organizations like the UN.
- In reaction to nationalistic politics and war, Western European governments pushed for the creation of the European Union.
- The Soviet Union attempted to suppress nationalism in the Eastern bloc.
- With the collapse of the Soviet Union, some multiethnic countries in Eastern Europe split into smaller countries based on nationality (Czechoslovakia, Yugoslavia).
- In some areas of Europe, national minorities within existing states began to agitate for autonomy or independence (Catalans, Basques, Scots, Ireland).



- The Cold War, rising out of competitive nationalism, created changes in politics and society within the European continent (Space Race, Arms Race).

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**(C)** Explain one way in which nationalism contributed to a continuity in European politics or society during the period 1950 to 2000. **1 point**

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

- Nationalism continued to fuel conflict, as in the breakup of Yugoslavia or the “the Troubles” in Northern Ireland.
- Migration continued to be a contentious issue in European countries, raising issues of national and religious identities.
- Nationality continued to be an important component of most people’s identity in Europe, despite transnational organizations and ideologies and despite globalization and greater interconnectedness.
- Despite changes in boundaries, the nation-state continued to be the primary basis for the political systems and political structures of Europe in the postwar period.
- National cultures and languages continued to provide most Europeans with a sense of belonging.
- Germans continued to see themselves as one nation, contributing to the reunification of Germany at the end of the Cold War.
- Some of the motivations that led to nineteenth-century Imperialism continued to inform European politics and society after World War II.

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**Total for question 4 3 points**

## 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%; 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> </td> <td style="width: 50%; 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> </td> </tr> <tr> <td style="width: 50%; padding: 5px;"> <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%; padding: 5px;"> <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>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. 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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			
<b>Row B</b> <b>Contextualization</b>  <b>(0–1 points)</b>	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Describes a broader historical context relevant to the prompt.		
<b>Decision Rules and Scoring Notes</b>				
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<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• The response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question.</li> <li>• To earn this point, the context provided must be more than a phrase or reference.</li> </ul>				

Reporting Category	Scoring Criteria		
<b>Row C Evidence</b>  <b>(0–3 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	
Row D Analysis and Reasoning (0–2 points)	<b>Sourcing</b>	
	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> For at least three documents, explains how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument.
<b>Decision Rules and Scoring Notes</b>		
<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>

## Question 2: Long Essay Question, Protestant vs. Catholic Reformations

6 points

### General Scoring Notes

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

Evaluate the most significant difference between the Protestant Reformation and the subsequent Catholic Reformation.

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%; 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> </td> <td style="width: 50%; padding: 5px;"> <p><b>Responses that earn this point:</b></p> <p>Provide a historically defensible thesis or claim about the most significant difference between the Protestant Reformation and the Catholic Reformation. 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><b>Examples that do not earn this point:</b></p> <p><b>Do not focus on the topic of the prompt</b></p> <ul style="list-style-type: none"> <li>• <i>“The most significant difference between the two Reformations was the demand for religious texts during the Reformation.”</i></li> </ul> <p><b>Do not provide a historically defensible claim</b></p> <ul style="list-style-type: none"> <li>• <i>“The most significant difference was to encourage Protestants to create a new unified religious authority.”</i></li> </ul> <p><b>Provide a historically defensible claim, but do not establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li>• <i>“The Protestant Reformation led the Catholic Church to begin its own attempt at reformation at the Council of Trent.”</i></li> </ul> <p><b>Restate the prompt or are overgeneralized</b></p> <ul style="list-style-type: none"> <li>• <i>“The most significant difference between the Protestant Reformation and the Catholic Reformation was the difference of religious beliefs and the social effect the Reformations had on Europe.”</i></li> </ul> </td> <td style="padding: 5px;"> <p><b>Examples that earn this point:</b></p> <p><b>Establish a line of reasoning that evaluates the topic of the prompt</b></p> <ul style="list-style-type: none"> <li>• <i>“The most significant difference between the Protestant and Catholic Reformations was that the Catholic Reformation maintained the hierarchies of the church, while the Protestant reformers created a priesthood of all believers.”</i></li> </ul> <p><b>Establish a line of reasoning that evaluates the topic of the prompt with analytic categories</b></p> <ul style="list-style-type: none"> <li>• <i>“The most significant difference was that the Catholic Reformation attempted to make minor changes to the existing church while the Protestants attempted to make a fundamental change in the way people worshipped and lived.”</i></li> </ul> <p><b>Establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li>• <i>“The most significant difference in the Reformations was that the Protestants believed the Bible alone was the source of authority.”</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>Responses that earn this point:</b></p> <p>Provide a historically defensible thesis or claim about the most significant difference between the Protestant Reformation and the Catholic Reformation. 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 do not earn this point:</b></p> <p><b>Do not focus on the topic of the prompt</b></p> <ul style="list-style-type: none"> <li>• <i>“The most significant difference between the two Reformations was the demand for religious texts during the Reformation.”</i></li> </ul> <p><b>Do not provide a historically defensible claim</b></p> <ul style="list-style-type: none"> <li>• <i>“The most significant difference was to encourage Protestants to create a new unified religious authority.”</i></li> </ul> <p><b>Provide a historically defensible claim, but do not establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li>• <i>“The Protestant Reformation led the Catholic Church to begin its own attempt at reformation at the Council of Trent.”</i></li> </ul> <p><b>Restate the prompt or are overgeneralized</b></p> <ul style="list-style-type: none"> <li>• <i>“The most significant difference between the Protestant Reformation and the Catholic Reformation was the difference of religious beliefs and the social effect the Reformations had on Europe.”</i></li> </ul>	<p><b>Examples that earn this point:</b></p> <p><b>Establish a line of reasoning that evaluates the topic of the prompt</b></p> <ul style="list-style-type: none"> <li>• <i>“The most significant difference between the Protestant and Catholic Reformations was that the Catholic Reformation maintained the hierarchies of the church, while the Protestant reformers created a priesthood of all believers.”</i></li> </ul> <p><b>Establish a line of reasoning that evaluates the topic of the prompt with analytic categories</b></p> <ul style="list-style-type: none"> <li>• <i>“The most significant difference was that the Catholic Reformation attempted to make minor changes to the existing church while the Protestants attempted to make a fundamental change in the way people worshipped and lived.”</i></li> </ul> <p><b>Establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li>• <i>“The most significant difference in the Reformations was that the Protestants believed the Bible alone was the source of authority.”</i> (Minimally acceptable thesis/claim)</li> </ul>
<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>Responses that earn this point:</b></p> <p>Provide a historically defensible thesis or claim about the most significant difference between the Protestant Reformation and the Catholic Reformation. 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 do not earn this point:</b></p> <p><b>Do not focus on the topic of the prompt</b></p> <ul style="list-style-type: none"> <li>• <i>“The most significant difference between the two Reformations was the demand for religious texts during the Reformation.”</i></li> </ul> <p><b>Do not provide a historically defensible claim</b></p> <ul style="list-style-type: none"> <li>• <i>“The most significant difference was to encourage Protestants to create a new unified religious authority.”</i></li> </ul> <p><b>Provide a historically defensible claim, but do not establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li>• <i>“The Protestant Reformation led the Catholic Church to begin its own attempt at reformation at the Council of Trent.”</i></li> </ul> <p><b>Restate the prompt or are overgeneralized</b></p> <ul style="list-style-type: none"> <li>• <i>“The most significant difference between the Protestant Reformation and the Catholic Reformation was the difference of religious beliefs and the social effect the Reformations had on Europe.”</i></li> </ul>	<p><b>Examples that earn this point:</b></p> <p><b>Establish a line of reasoning that evaluates the topic of the prompt</b></p> <ul style="list-style-type: none"> <li>• <i>“The most significant difference between the Protestant and Catholic Reformations was that the Catholic Reformation maintained the hierarchies of the church, while the Protestant reformers created a priesthood of all believers.”</i></li> </ul> <p><b>Establish a line of reasoning that evaluates the topic of the prompt with analytic categories</b></p> <ul style="list-style-type: none"> <li>• <i>“The most significant difference was that the Catholic Reformation attempted to make minor changes to the existing church while the Protestants attempted to make a fundamental change in the way people worshipped and lived.”</i></li> </ul> <p><b>Establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li>• <i>“The most significant difference in the Reformations was that the Protestants believed the Bible alone was the source of authority.”</i> (Minimally acceptable thesis/claim)</li> </ul>					
<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>  (0–1 points)</p>	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Describes a broader historical context relevant to the prompt.</p>
<b>Decision Rules and Scoring Notes</b>		
<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>• Provide an overgeneralized statement about the time period referenced in the prompt.</li> <li>• Provide context that is not relevant to the prompt.</li> <li>• Provide a passing phrase or reference.</li> </ul> <p><b>Examples that do not earn this point:</b></p> <p><b>Provide an overly generalized attempt at contextualization</b></p> <ul style="list-style-type: none"> <li>• <i>“There were numerous religious issues in the 1500s.”</i></li> <li>• <i>“Before the printing press, ideas didn’t spread easily.”</i></li> </ul> <p><b>Provide a passing phrase or reference</b></p> <ul style="list-style-type: none"> <li>• <i>“The Catholic Church was seen as corrupt.”</i></li> </ul>		<p><b>Responses that earn this point:</b> Accurately describe a context relevant to the difference between the Protestant Reformation and the Catholic Reformation.</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>• Discontent with the Catholic Church</li> <li>• Medieval church’s growing corruption</li> <li>• Development of the printing press</li> <li>• Increased commercial activity and urbanization</li> <li>• Growing interest in classical texts during the Renaissance</li> <li>• Economic and cultural power of the Catholic Church before the Reformation</li> <li>• Peasant revolts</li> <li>• Christian humanism</li> <li>• Hand copying of books before the printing press</li> <li>• Religious wars</li> <li>• Prior challenges to the Catholic Church (e.g., Hus, Wycliffe, Lollards)</li> </ul> <p><b>Examples of acceptable contextualization:</b></p> <ul style="list-style-type: none"> <li>• <i>“Christian humanists such as Erasmus criticized the corruption of the Catholic Church but did not break with it the way Protestants did.”</i></li> <li>• <i>“Even before the Reformation, the printing press was beginning to challenge the authority of the Catholic Church.”</i> (Minimally acceptable contextualization)</li> </ul>
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• The response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question.</li> <li>• To earn this point, the context provided must be more than a phrase or reference.</li> </ul>		

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

AP® European History 2023 Scoring Guidelines

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

<p><b>Examples that do not earn points:</b></p> <p><b>Provide evidence but offer no reasoning to connect the evidence to an argument</b></p> <ul style="list-style-type: none"> <li>• <i>“The anabaptists challenged Catholic ideas on the rite of baptism.”</i></li> </ul>	<p><b>Using a historical thinking skill to frame or structure an argument could include:</b></p> <ul style="list-style-type: none"> <li>• Using comparative reasoning to explain significant cultural, economic, political, or intellectual differences between the religious ideas of the Protestant Reformation and the religious ideas of the Catholic Reformation.</li> <li>• Structuring an argument thematically to highlight the differences between Protestant and Catholic Reformation ideas across themes.</li> <li>• Arranging an argument to recount differences over the course of the period showing change over time.</li> </ul> <p><b>Examples of acceptable use of historical reasoning:</b></p> <ul style="list-style-type: none"> <li>• <i>“The reliance on the Bible as the sole source of religious authority was a key difference in Protestant ideas.”</i> (Uses comparative reasoning to explain a significant difference between the religious ideas of the Protestant Reformation and the religious ideas of the Catholic Reformation. This statement would need to be followed with at least a minimal elaboration of this reasoning.)</li> <li>• Religious figures of the Protestant Reformation wished to reform Christianity even if it meant destroying the existing church, but Catholic reformers, while they wanted change too, were also interested in preserving what they considered to be key aspects of Catholicism. (Uses causal reasoning to explain a significant difference between the religious ideas of the Protestant Reformation and the religious ideas of the Catholic Reformation. This statement would need to be followed up with at least a minimal elaboration of this reasoning.)</li> </ul>	<p><b>Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided:</b></p> <ul style="list-style-type: none"> <li>• Explaining how the differences between the two religious movements persisted into later periods or contributed to later political or religious developments, for instance the contrast between absolutism and constitutionalism in the 1600s. (Provides insightful connections within and across periods.)</li> <li>• Explaining regional differences in the two religious movements, for instance differences between Protestantism in France and in England. (Explains nuance, multiple variables.)</li> <li>• Evaluating whether the differences between the two movements were more significant than the similarities, for instance by considering the effects of both movements on secular structures of power. (Qualifies or modifies an argument.)</li> <li>• Considering more than one social/intellectual/political difference between the two movements in the course of establishing one as more significant than other differences explicitly discussed. (Confirms the validity of an argument by corroborating multiple perspectives across themes.)</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>		



### Question 3: Long Essay Question, First vs. Second Industrial Revolution

6 points

#### General Scoring Notes

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

Evaluate the most significant difference between the first Industrial Revolution and the second Industrial Revolution.

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>		
<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>Responses that earn this point:</b> Provide a historically defensible thesis or claim about the most significant difference between the first Industrial Revolution and the second Industrial Revolution. 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 do not earn this point:</b></p> <p><b>Do not focus on the topic of the prompt</b></p> <ul style="list-style-type: none"> <li>• <i>“The most significant difference between the two Revolutions was the effect of the Enlightenment.”</i></li> </ul> <p><b>Do not provide a historically defensible claim</b></p> <ul style="list-style-type: none"> <li>• <i>“The most significant difference was the spread of industry to Britain during the second.”</i></li> </ul> <p><b>Provide a historically defensible claim, but do not establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li>• <i>“The Second Industrial Revolution had a major effect on Europe’s economy.”</i></li> </ul> <p><b>Restate the prompt or are overgeneralized</b></p> <ul style="list-style-type: none"> <li>• <i>“The First and Second Industrial revolutions were very different.”</i></li> </ul>		<p><b>Examples that earn this point:</b></p> <p><b>Establish a line of reasoning that evaluates the topic of the prompt</b></p> <ul style="list-style-type: none"> <li>• <i>“The most significant difference between the two industrial revolutions was that the First was powered by coal, while the second expanded into the use of petroleum and the generation of electrical power.”</i></li> </ul> <p><b>Establish a line of reasoning that evaluates the topic of the prompt with analytic categories</b></p> <ul style="list-style-type: none"> <li>• <i>“The most significant difference was that the First expanded existing production while the second created new products and more specialized types of manufacturing.”</i></li> </ul> <p><b>Establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li>• <i>“The most significant difference in the two revolutions was that the second spread to a broader area of Europe.”</i> (Minimally acceptable thesis/claim)</li> </ul>
<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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<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					
<p><b>Row C Evidence</b>  (0–2 points)</p>	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Provides specific examples of evidence relevant to the <b>topic</b> of the prompt.</p>	<p><b>2 points</b> Supports an <b>argument</b> in response to the prompt using specific and relevant examples of evidence.</p>			
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<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>If a response has a multipart argument, then it can meet the threshold of two pieces of evidence by giving one example for one part of the argument and another example for a different part of the argument, but the total number of examples must still be at least two.</li> </ul>						

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

<p><b>Examples that do not earn points:</b></p> <p><b>Provide evidence but offer no reasoning to connect the evidence to an argument</b></p> <ul style="list-style-type: none"> <li>• <i>“The utopian socialists attempted to implement Marx’s ideas without revolution.”</i></li> </ul>	<p><b>Using a historical thinking skill to frame or structure an argument could include:</b></p> <ul style="list-style-type: none"> <li>• Using comparative reasoning to explain significant cultural, economic, political, or intellectual differences between the first and second Industrial Revolutions.</li> <li>• Structuring an argument geographically to highlight the differences between the two revolutions in different parts of Europe.</li> <li>• Arranging an argument to recount differences over the course of the period showing change over time.</li> </ul> <p><b>Examples of acceptable use of historical reasoning:</b></p> <ul style="list-style-type: none"> <li>• <i>“The expansion of consumerism was a key difference between the two revolutions.”</i> (Uses comparative reasoning to explain a significant difference between the first Industrial Revolution and the second Industrial Revolution. This statement would need to be followed with at least a minimal elaboration of this reasoning.)</li> <li>• <i>“While the first revolution occurred in Great Britain and Northern Europe, the second expanded this process more to central Europe and parts of southern Europe.”</i> (Uses causal reasoning to explain a significant difference between the first Industrial Revolution and the second Industrial Revolution. This statement would need to be followed up with at least a minimal elaboration of this reasoning.)</li> </ul>	<p><b>Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided:</b></p> <ul style="list-style-type: none"> <li>• Explaining changes in the degree of difference, for instance by discussing longer-term effects of industrialization into the twentieth century. (Provides insightful connections within and across periods.)</li> <li>• Explaining reasons for the different regional levels of impact of the two waves of industrialization, in particular Eastern Europe vs. Central and Western Europe. (Explains nuance, multiple variables.)</li> <li>• Evaluating whether the differences were more significant than the similarities, for instance by considering class differentiation or ideological/policy reactions to both waves of industrialization. (Qualifies or modifies an argument.)</li> <li>• Considering whether there is in fact a useful distinction to be made between the two revolutions by discussing both as processes without clear beginning and end dates. (Qualifies or modifies an argument.)</li> <li>• Considering multiple possible differences while establishing one as clearly more significant than others explicitly discussed. (Confirms the validity of an argument by corroborating multiple perspectives across themes.)</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>		

## Question 4: Long Essay Question, First vs. Second World War Economic Effects

6 points

### General Scoring Notes

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

Evaluate the most significant difference between the economic effects of the First World War and the economic effects of the Second World War.

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%; padding: 5px; vertical-align: top;"> <p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>• Are not historically defensible.</li> <li>• Only restate or rephrase the prompt.</li> <li>• Do not respond to the prompt.</li> <li>• Do not establish a line of reasoning.</li> <li>• Are overgeneralized.</li> </ul> <p><b>Examples that do not earn this point:</b></p> <p><b>Do not focus on the topic of the prompt</b></p> <ul style="list-style-type: none"> <li>• <i>“The most significant difference between the two wars was the level of casualties.”</i></li> </ul> <p><b>Do not provide a historically defensible claim</b></p> <ul style="list-style-type: none"> <li>• <i>“The most significant difference was the use of industry in the Second World War.”</i></li> </ul> <p><b>Provide a historically defensible claim, but do not establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li>• <i>“The European Economic Community was a major change after World War Two.”</i></li> </ul> <p><b>Restate the prompt or are overgeneralized</b></p> <ul style="list-style-type: none"> <li>• <i>“The economic effects of the First and Second World Wars were very different.”</i></li> </ul> </td> <td style="width: 50%; padding: 5px; vertical-align: top;"> <p><b>Responses that earn this point:</b> Provide a historically defensible thesis or claim about the most significant difference between the economic effects of the First World War and the economic effects of the Second World War. 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 most significant difference between the economic effects of the World Wars was the formation of economic blocs after the Second World War.”</i></li> </ul> <p><b>Establish a line of reasoning that evaluates the topic of the prompt with analytic categories</b></p> <ul style="list-style-type: none"> <li>• <i>“The most significant difference was that after the Second World War Western Europe was under a liberal capitalist system while eastern Europe lived under a communist system.”</i></li> </ul> <p><b>Establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li>• <i>“The most significant difference in the two wars was a depression eventually resulted from the First.”</i> (Minimally acceptable thesis/claim)</li> </ul> </td> </tr> </table>			<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>• Are not historically defensible.</li> <li>• Only restate or rephrase the prompt.</li> <li>• Do not respond to the prompt.</li> <li>• Do not establish a line of reasoning.</li> <li>• Are overgeneralized.</li> </ul> <p><b>Examples that do not earn this point:</b></p> <p><b>Do not focus on the topic of the prompt</b></p> <ul style="list-style-type: none"> <li>• <i>“The most significant difference between the two wars was the level of casualties.”</i></li> </ul> <p><b>Do not provide a historically defensible claim</b></p> <ul style="list-style-type: none"> <li>• <i>“The most significant difference was the use of industry in the Second World War.”</i></li> </ul> <p><b>Provide a historically defensible claim, but do not establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li>• <i>“The European Economic Community was a major change after World War Two.”</i></li> </ul> <p><b>Restate the prompt or are overgeneralized</b></p> <ul style="list-style-type: none"> <li>• <i>“The economic effects of the First and Second World Wars were very different.”</i></li> </ul>	<p><b>Responses that earn this point:</b> Provide a historically defensible thesis or claim about the most significant difference between the economic effects of the First World War and the economic effects of the Second World War. 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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>  (0–1 points)</p>	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Describes a broader historical context relevant to the prompt.</p>		
<b>Decision Rules and Scoring Notes</b>				
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<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• The response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question.</li> <li>• To earn this point, the context provided must be more than a phrase or reference.</li> </ul>				

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

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

<p><b>Examples that do not earn points:</b></p> <p><b>Provide evidence but offer no reasoning to connect the evidence to an argument</b></p> <ul style="list-style-type: none"> <li>• <i>“The Soviet Union dominated Eastern Europe after the Second World War.”</i></li> </ul>	<p><b>Using a historical thinking skill to frame or structure an argument could include:</b></p> <ul style="list-style-type: none"> <li>• Using comparative reasoning to explain significant economic differences between the First and Second World Wars.</li> <li>• Structuring an argument geographically to highlight the differences between the economic effects in different parts of Europe.</li> <li>• Arranging an argument to recount differences over the course of the period showing change over time.</li> </ul> <p><b>Examples of acceptable use of historical reasoning:</b></p> <ul style="list-style-type: none"> <li>• <i>“The linking of national economies through free-trade zones was a key difference in the economic aftermath of the Second World war.”</i> (Uses comparative reasoning to explain a significant difference between the economic effects of the First World War and the economic effects of the Second World War. This statement would need to be followed with at least a minimal elaboration of this reasoning.)</li> </ul>	<p><b>Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided:</b></p> <ul style="list-style-type: none"> <li>• Explaining changes in the level of difference of economic impacts into the late twentieth century, for instance by discussing the fall of communism and attempts to introduce free-market reforms in former Soviet bloc economies. (Provides insightful connections within and across periods)</li> <li>• Explaining the level of difference in different regions of Europe, for instance by making a nuanced comparison between economic changes in Eastern vs. Western Europe. (Explains nuance, multiple variables)</li> <li>• Evaluating whether the differences between the two conflicts’ economic effects were more significant than the similarities. (Qualifies or modifies an argument)</li> <li>• Considering the political changes and how they affected economic differences in Eastern vs. Western Europe. (Confirms the validity of an argument by corroborating multiple perspectives across themes)</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>		