

2024



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# AP<sup>®</sup> European History

## Sample Student Responses and Scoring Commentary

### Set 1

DRAFT

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“In the exhilarating period between the years 1600 and 1700, . . . empirical inquiry evolved from the freewheeling, speculative frenzy [of previous centuries] into something with powers of discovery on a wholly new level. [This was] a regimented process that subjected theories to a pitiless interrogation by observable evidence, raising up some and tearing down others, occasionally changing course or traveling in reverse but making in the long term unmistakable progress.

[The new method] permitted nothing but matters of explanatory power, nothing but a theory’s ability to account for the observable, to determine the course of scientific argument. Theology, philosophy, even beauty [became] strictly off limits. Scientists, if they chose to dispute, were obliged to do so in the empirical manner.”

**Source:** Michael Strevens, *The Knowledge Machine*, 2020

1. Using the excerpt, respond to **parts a, b, and c**.
  - a. Describe an argument made in the excerpt.
  - b. Explain how one piece of historical evidence not in the excerpt would support an argument about science made in the excerpt.
  - c. Explain one way in which the change discussed in the excerpt affected European society in the period 1600 to 1800.

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timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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

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

- During the Scientific Revolution, scientific inquiry became more regimented and disciplined.
- Scientists began to use only empirical evidence to argue for their theories.
- Doing science became a process of eliminating bad ideas on the basis of evidence.
- Scientists narrowed their focus to observable evidence and how well such evidence explained natural phenomena.
- Religion declined as an explanation for natural phenomena.

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**[b]** Explain how one piece of historical evidence not in the excerpt would support an argument about science made in the excerpt. **1 point**

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

- Galileo's observations with a telescope were used to discredit the geocentric model of the solar system and promote heliocentrism and/or Kepler's laws of planetary motion.
- Harvey's observations of the actions of the heart were used to undermine the theory of humours and establish more accurate notions of anatomy.
- Newton's mathematical models of force, acceleration and gravity were used to explain the motion of physical objects and displaced earlier models of mechanics.
- Boyle's work developed the field of chemistry, separating it from alchemy.
- Bacon's scientific methodology required a hypothesis to be tested with rigorous experimentation and observation.

- 
- [c]** Explain one way in which the change discussed in the excerpt affected European society in the period 1600 to 1800. **1 point**

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

- The Enlightenment evolved as an intellectual outgrowth of the Scientific Revolution examining human society using scientific practices of natural observation and empiricism.
- The success of the empirical approach within the sciences encouraged intellectuals to try this approach or at least adopt the language of empiricism in their attempts to improve society and government.
- Scientific discoveries gradually began to lead to technological improvements in many areas, such as medicine.
- The prestige of science and scientific discoveries led monarchs and governments to support scientific inquiry by funding and patronage of scientific societies.
- Belief in the supernatural diminished as an explanation for natural forces.
- There were widespread critiques of traditional religious beliefs and the Catholic Church based on scientific inquiry and empiricism, as well as criticism of the Church's resistance to new scientific approach.

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**Total for question 1 3 points**

Write your answer to **SHORT-ANSWER QUESTION 1** on this page only. Do NOT write outside the box. Do not skip lines.

1a) An argument Michael Strevens makes in his "The Knowledge Machine" is <sup>and 1700</sup> "between 1600" scientists could only make arguments based on empirical data only. The reasoning for this is because observations were definite while theology and philosophy were of unanswered questions. This is what made observations an "explanatory power" in the context of a scientific argument. b) Scientists like Newton took the observable laws of nature and created arguments and theories based only on empirical data. Newton's laws of gravity were based on the science he observed first hand, conducted through experiments backed by empirical data c) Assertion of the use of observable data manifested in the rise of rationalism. European society from the period 1600 to 1800 began to rely on secular explanations of the world around them. People started to question the churches' ideologies in response to other ideas like the Heliocentric model by Copernicus. These new ideas of the mechanism of the world led to a drastic change in European society.

End of response area for Q1

Use a pen with black or dark blue ink only. Do NOT write your name. Do NOT write outside the box.

0039798



Write your answer to **SHORT-ANSWER QUESTION 1** on this page only. Do NOT write outside the box. Do not skip lines.

A) One argument made in the excerpt is that the new scientific thinking of the time led to progress. Strouven's proclaims this by saying how the new processes led to "long-term unmistakable progress."

B) One piece of historical evidence that would support an argument would ~~be the scientific field of medicine. In this time, countless advancements led to progress. An example be the work of scientists like Newton. Newton made many discoveries in the field of physics and mathematics. These discoveries are evidence of the progress being made during this time. The discoveries led to progression in different fields.~~

C) One way this affected European society was the increased skepticism in the church's teachings. New discoveries like that of the heliocentric universe, that the sun was the center of the universe directly combatted the church's teachings, like that of the geocentric model. With new discoveries being made, previously believed ideas were being challenged.

End of response area for Q1

Use a pen with black or dark blue ink only. Do NOT write your name. Do NOT write outside the box.

0042304



Write your answer to **SHORT-ANSWER QUESTION 1** on this page only. Do NOT write outside the box. Do not skip lines.

A: The argument author Strevens is making is that during the scientific revolution, the creation of the scientific method greatly advanced science by forcing scientists to find observable evidence to support their theories.

B: One piece of evidence that supports Strevens' argument is the development of germ theory, the theory that sickness was caused by germs. John Snow would use germ theory to help contain cholera outbreaks within London, proving the theory correct.

C: The newly found basis of science greatly affected European medicine, with ~~\*~~ now common practices such as regular hand washing ~~becom~~ becoming being proven to prevent sickness.

End of response area for Q1

Use a pen with black or dark blue ink only. Do NOT write your name. Do NOT write outside the box.

0029547



**Short Answer Question 1**

**Sample: 1A**

**Score: 3**

Total Score: 3

A. The response earned the point for part A with a description of Strevens' argument that empiricism and observation replaced theology and philosophy as a means of understanding the natural world.

B. The response earned the point for part B with an explanation of Newton's laws of gravity as a piece of outside evidence that supports the argument in the excerpt.

C. The response earned the point for part C with an explanation of how observable data led to conclusions such as heliocentrism, which undermined religious ideologies over the natural world and increased a secular outlook in European society.

**Sample: 1B**

**Score: 2**

Total Score: 2

A. The response did not earn the point for part A because the attempt at describing the argument in the excerpt is vague and repeats the text without describing how evidence and observation functioned in 17th century science.

B. The response earned the point for part B with an explanation of Newton's research in mathematics and physics as a piece of outside evidence that supports the argument in the excerpt.

C. The response earned the point for part C with an explanation of how theories such as heliocentrism challenged the church and traditional belief systems.



**Sample: 1C**

**Score: 1**

Total Score: 1

A. The response earned the point for part A by describing an argument in the excerpt that scientists used observation and evidence in scientific research.

B. The response did not earn the point for part B because the example of germ theory is outside the time frame for the question.

C. The response did not earn the point for part C because the reference to medicine is passing and vague and uses the example

*Germania*, nationalist painting attributed to German artist Philipp Veit, 1848



Artepics / Alamy Stock Photo

*The figure holds an olive branch (symbol of peace) and a sword. The tricolor flag represents Germany*

Using the image, respond to **parts a, b, and c.**

- Describe a goal that the artist likely intended to support by creating the painting.
- Explain one way in which political conditions in the period 1800 to 1850 hindered a goal expressed in the painting.
- Explain one way in which political developments in the period after 1850 helped to achieve a goal expressed in the painting.

**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.

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**[a]** Describe a goal that the artist likely intended to support in the painting. **1 point**

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

- The German states should become a unified country under a single government.
- Germany should embrace modernization while preserving its past traditions.
- Germany should revive the Holy Roman Empire as a means of unifying the German nation.
- A unified Germany would afford greater protection to German peoples.

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**[b]** Explain one way in which political conditions in the period 1800 to 1850 hindered the goal referenced in the painting. **1 point**

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

- The conservative Concert of Europe was attempting to maintain traditional political divisions such as the German states.
  - Metternich attempted to suppress the nationalist movements that followed the French Revolution.
  - The governments of the various small German states were often wary of giving up too much independence.
  - Disagreements between liberal reformers who sought a unified Germany under a constitutional government and conservatives and traditionalists who preferred a monarchical form of government prevented the formation of a single movement for German unification.
  - Napoleon formally abolished the Holy Roman Empire, and it was not revived after his defeat, which eliminated a possible means of unification.
  - Rivalry between Prussia and Austria after the Napoleonic Wars slowed Prussian efforts to unify German-speaking areas outside the Austrian Empire.
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- (c)** Explain one way in which political developments in the period after 1850 helped to achieve the goal referenced in the painting. **1 point**

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

- Under the leadership of Otto von Bismarck, Prussia led an aggressive campaign of unification through war, military alliances, and manipulation of nationalist sentiment.
- The fall of Metternich and the decline of Austrian influence in the German States after the Revolutions of 1848 removed a major obstacle to unification.
- The collapse of the Concert of Europe, which marked the end of the cooperation of conservative regimes to restrain nationalist movements, allowed German unification efforts to gain momentum.
- Liberal revolutionaries in 1848 tried but failed to achieve German unification under a constitutional form of government, giving Prussia the opportunity to lead a more conservative effort.

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**Total for question 2 3 points**

Write your answer to SHORT-ANSWER QUESTION 2 on this page only. Do NOT write outside the box. Do not skip lines.

- a. One goal of the artist when making this painting was Germany's nationalist movement. Many of the German states wanted to unify to create a new, strong German state. The artist's use of an olive branch for peace and the German flag shows they supported this movement.
- b. One political condition in the 1800-1850's that stopped this nationalism was the conservative movement. Klemens von Metternich and the Concert of Europe wanted to ~~stop~~ create a ~~new~~ Europe that stopped revolutions and relied on absolute monarchs. They opposed this nationalist movement and tried to push it down.
- c. One political development after 1850 that helped to achieve German unification was the appointment of Otto von Bismarck to ~~Prussia's~~ <sup>Prussia's</sup> prime minister. He greatly helped centralize Prussian government and took many steps, like the Franco-Prussian and Austro-Prussia wars, to create unity within the German states.

End of response area for Q2

Use a pen with black or dark blue ink only. Do NOT write your name. Do NOT write outside the box.

0040061



Write your answer to SHORT-ANSWER QUESTION 2 on this page only. Do NOT write outside the box. Do not skip lines.

A) One goal would be to create peace within Germany and to unify it together. Germany during this time was not as strong as it once had been and not as unified as it could be. By creating peace within the different pieces it would be easier for Germany to become a major world power again.

B) Conservative powers that wanted to maintain the European balance of power made it very hard for Germany to become great. The Europeans were all about maintaining balance of power ~~in~~ ~~the~~ between the countries and if Germany could completely unify it would threaten this off. This became politically hard due to alliances ~~in~~ in place just to stop Germany from messing with the system in place.

C) Political developments German states became useful once they started to understand the power Germany could have. The nobility of Germany worked together to unify it knowing that they could be strong. This was a new political development because these leaders generally had a hard time working together.

End of response area for Q2

Use a pen with black or dark blue ink only. Do NOT write your name. Do NOT write outside the box.

0054150



Write your answer to SHORT-ANSWER QUESTION 2 on this page only. Do NOT write outside the box. Do not skip lines.

2a. A year that the artist was most likely intending to support was the unification of Germany. With the painting the artist most likely wanted to strike people with a nationalist feeling that could help boost the unification of Germany. The Olive Branch may have been there to encourage the unification by showing that together there is peace.

2b One way that political ambitions between 1800 and 1850 hindered a goal that the painting is after is that of a certain agreement. In this agreement Germany got the least favorable side which consisted of Germany losing land and therefore power. Germany having lost the land they had fought to get would have hindered the goal of unification shown in the painting.

2c. Political developments after 1850 helped achieve a goal in the painting by Germany getting what they wanted. After world war I Germany got more nationalism and land during world war II. The goal of the painting is to promote nationalism which was achieved in the second world war in Germany.

End of response area for Q2

Use a pen with black or dark blue ink only. Do NOT write your name. Do NOT write outside the box.

0039809



## Short Answer Question 2

### Sample: 2A

#### Score: 3

A. The response earned the point for part A for describing the artist’s support for a unified and stronger Germany.

B. The response earned the point for part B because the response examines the political resistance of the conservative Concert of Europe and Metternich to nationalistic movements such as German unification.

C. The response earned the point for part C by explaining the role of Otto von Bismarck in unifying Germany through centralizing government and wars such as the Franco-Prussian War and Austro-Prussian War.

### Sample: 2B

#### Score: 2

A. The response earned the point for part A for describing the artist’s support of “peace within Germany” and the unification of Germany.

B. The response earned the point for part B for explaining the role of the conservative powers maintaining the balance of power making it “politically hard” to unify.

C. The response did not earn the point for part C because the response makes a historically inaccurate claim about the “nobility of Germany” working together to unify Germany.

### Sample: 2C

#### Score: 1

A. The response earned the point for part A for describing the artist’s goal of unifying Germany.

B. The response did not earn the point for part B because the response only makes generalized mentions of agreements and those agreements being unfavorable to Germany.

C. The response did not earn the point for part C because the response does not explain a political development after 1850. The reference to World War I and II does not address the prompt.



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

- Each point is earned independently.
- **Accuracy:** These scoring guidelines require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
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- **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 similarity between Portuguese and Spanish overseas expansion in the period 1450 to 1650. **1 point**

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

- Both countries sought overseas sources of valuable luxury goods, such as gold and spices.
- Both countries made use of advances in military and maritime technology to support their exploration and conquest.
- Both countries' colonization efforts were centrally directed under control of the monarchy.
- Both countries spread Catholicism through the Jesuits and other religious orders [Portugal in Japan and China, Spain in the Americas].
- Both countries used systemic forms of violence to establish and maintain their power overseas.
- Both countries exploited the natural and human resources in their respective overseas colonies to enrich themselves.
- Both countries voluntarily and involuntarily introduced new diseases, flora, fauna, and goods in their respective overseas colonies.

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**[b]** Describe one difference between Portuguese and Spanish overseas expansion in the period 1450 to 1650. **1 point**

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

- Spain became a great power in Europe, while Portugal did not become a great European power.
  - Portugal's empire was mainly in Africa, India, and East Asia; Spain's empire was mostly in the Americas.
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- Portugal’s empire consisted mostly of coastal enclaves and trading posts; Spain conquered large areas of the interior of the Americas and established expansive colonies.
  - Spain placed much greater emphasis on forcing its overseas subjects to convert to Catholicism.
  - Spain conquered large empires in the Americas, such as the Inca and Aztec, while Portugal did not.

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**[c]** Explain one reason why the rise of new Atlantic powers such as England, France, and the Netherlands led to conflicts in the 1600s and 1700s. **1 point**

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

- Religious divisions between Catholic and Protestant countries in Europe started to spill over into conflicts in their respective overseas colonies.
- The desire for access to luxury goods from overseas lands led to competition between the various European states.
- The wars of Louis XIV resulted in a coalition of powers assembling against him, and this conflict spilled into the colonies.
- Britain and the Netherlands took over large parts of Asia that had previously been under Portuguese control.
- The wealth of established Portuguese and Spanish colonies encouraged the newer powers to try to take or plunder them.
- Newer European powers resisted Spanish attempts to maintain a monopoly on colonization and trade in large areas of the world.
- The rise of mercantilist beliefs heightened competition for markets and resources.
- European countries sought to conquer new overseas territories in order to establish a balance of power in Europe.

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**Total for question 3 3 points**

**Important:** After you have completed your response to either Question 3 or Question 4, completely fill in the circle that corresponds to the question you answered.

Question 3

Question 4

A



Write your answer to **SHORT-ANSWER QUESTION 3** or **4** on this page only. Do NOT write outside the box. Do not skip lines.

A. One similarity between the Portuguese and the Spanish exploration was that they were both state-sponsored. The historical context was that Isabella of Spain sponsored Columbus' ~~to find a route~~ journey to find a route to Asia and Portugal sponsored Magellan/Vasco de Gama to find a route to India. Therefore, the explorers of both the Spanish & the Portuguese were state-sponsored.

B. The Spanish explored the New World while the Portuguese set up a trading-posts in Africa & India/Asia. The historical context was the Treaty of Tordesillas that split the New World & Asia. Therefore, Spain explored the New World while the Portuguese explored the African & Asian lands.

C. The rise of new colonial powers like the Dutch & the English led to conflicts over trade routes in Asia. The historical context was that The Dutch East India Company and later the British East India Company wanted to secure trading relations with India to get spices. Therefore, the Dutch had to fight the Portuguese who had already set up a trading post-empire and the British had to fight the Dutch since no one wanted to lose the lucrative maritime route to India.

End of response area for Question 3 or Question 4

Use a pen with black or dark blue ink only. Do NOT write your name. Do NOT write outside the box.

**Important:** After you have completed your response to either Question 3 or Question 4, completely fill in the circle that corresponds to the question you answered.

Question 3

Question 4

B

Write your answer to **SHORT-ANSWER QUESTION 3** or **4** on this page only. Do **NOT** write outside the box. Do not skip lines.

- a) One similarity between Portuguese and Spain oversea expansion was that they wanted three things God, glory and Gold. They each wanted to spread Christianity to the natives of the land they conquered. They also wanted power the overtaking of far away areas allowed the two nations to gain territory making them more powerful and respected. Lastly each wanted the economic gain that comes from new land in the form of both gold as well as <sup>if they</sup> colonizing the area and gaining money from it through trade and taxation.
- b) One difference between Portuguese and Spain oversea expansion is though Portuguese gained a few areas of new territory they didn't prosper as much as the Spain who were able to gain much new territory in the new world, colonize the area and become the leading exploring nation for quite some time leaving the Portuguese for behind them.
- c) One reason the rise of new colonial powers like England and Dutch Republic led to conflicts is because of the nations unfair treatments towards the natives. All colonizing nations completely took over and destroyed native land causing the natives to get angry and attempt to fight back. However between Europe's much more advanced weaponry and diseases they brought to the new world the conflicts were short lived and the natives were wiped out quick. To make matters worse the natives not yet dead were exploited for slave labor and tortured by the European nations.

**End of response area for Question 3 or Question 4**

**Use a pen with black or dark blue ink only. Do NOT write your name. Do NOT write outside the box.**

**Important:** After you have completed your response to either Question 3 or Question 4, completely fill in the circle that corresponds to the question you answered.

Question 3

Question 4

C

Write your answer to **SHORT-ANSWER QUESTION 3** or **4** on this page only. Do NOT write outside the box. Do not skip lines.

a. one similarity between portuguese and spanish overseas expansion in the period 1450 to 1650 were both countries motives to explore. ~~Both~~ Both countries were expanding for more ~~to~~ gold, to evangelize and spread the word of god, and to have the glory of expansion and takeover of many countries and find as much land as possible.

b. one difference between portugese and spanish overseas expansion in the period 1450-1650 was that Ferdinand and Elizabeth sent out Columbus ~~for~~ for a portugese funded mission, and the spanish denied his exploration goals. Columbus was denied by the spanish, but he was given the opportunity to find a faster route to Asia, and he ended up claiming the Americas for Portugal.

c. one reason why the rise of new colonial powers such as England, France, and the Dutch Republic led to conflicts in the 1600s and 1700s was the new idea of Nationalism and the competition between each country to have the most gold, glory, and bring the most people to god. Each country wanted higher divinity than the other and they were all looking to expand their country. Many of these countries were all competing for land as these ideas spriced from Nationalism and expanding ones country over for.

End of response area for Question 3 or Question 4

Use a pen with black or dark blue ink only. Do NOT write your name. Do NOT write outside the box.

### Short Answer Question 3

**Sample: 3A**

**Score: 3**

A. The response earned the point for part A with its description of Portuguese and Spanish exploration being state-sponsored enterprises in search of trade routes to Asia. The inaccurate statement about Portuguese royal sponsorship of Magellan's search for a route to the Indies did not count against the response since it correctly mentions Da Gama.

B. The response earned the point for part B with its description of Spanish exploration in the New World and the establishment of Portuguese trading posts in Africa and south Asia as a result of the Treaty of Tordesillas.

C. The response earned the point for part C by explaining that concerns over access to rich trade routes in south Asia and the Spice Islands led to several military conflicts between the Portuguese, Dutch, and English.

**Sample: 3B**

**Score: 2**

A. The response earned the point for part A with its description of Portuguese and Spanish colonists' shared desire to spread Christianity to indigenous populations overseas. It further explains that both powers embraced the pursuit of "God, Glory, and Gold" as part of their colonial enterprises.

B. The response earned the point for part B with its description of Spanish hegemony in the New World and emergence of Spain as a leading European nation, while Portugal failed to conquer large tracts of territory and lagged behind Spain in the competition for overseas domains.

C. The response did not earn the point for part C because it does not explain how Europeans' violent treatment of indigenous populations overseas led to conflicts between new Atlantic powers.

**Sample: 3C**

**Score: 1**

A. The response earned the point for part A with its description of Portuguese and Spanish overseas expansion being primarily motivated by a pursuit of gold and luxury resources, a desire to evangelize, and a collective search for glory.

B. The response did not earn the point for part B because its description about the monarchy denying Christopher Columbus an opportunity to serve the Spanish Empire is not an accurate difference between Portugal's and Spain's colonial projects between 1450 and 1650.

C. The response did not earn the point for part C because it does not explain how new ideas of European nationalism led to colonial conflicts overseas. Its use of nationalism also falls outside the time frame of the question (1600-1700).

**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.
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- **Explain:** Provide information about how or why a historical development or process occurs or how or why a relationship exists.

- 
- [a]** Describe one difference between the challenges faced by democracies in Europe in the interwar period [1919 to 1939] and the challenges faced by democracies in Europe in the post-War period [1945 to 1989]. **1 point**

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

- In the interwar period, democracies were confronted by two major alternative ideologies [fascism and communism], while in the post-World War II period, they were only confronted by one, communism.
- The United States played a much more active role in supporting European democracies in the post-WWII period than it had in the interwar period.
- In the interwar period, Europe faced economic crisis (e.g., Great Depression), whereas in the post-War period, economic problems were addressed through financial aid (e.g., Marshall Plan).
- Western European democracies attempted more economic and political cooperation in the post-War period [NATO, the gradual creation of the EU].
- After the Second World War, many democratic countries faced the challenges of strong anticolonial movements and eventual loss of most of their overseas colonies.
- The Soviet Union and communism posed a much larger military threat in the post-WWII period.
- Attempts by women to gain political and economic rights were more successful in the post-World War II period compared to the interwar period.

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- [b]** Describe one similarity between the challenges faced by democracies in Europe in the interwar period [1919 to 1939] and the challenges faced by democracies in Europe in the post-War period [1945 to 1989]. **1 point**

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



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- In both periods, democracies were confronted by powerful ideologies and non-democratic regimes that at times seemed more stable and capable, such as fascist regimes and the Soviet Union.
  - In both periods, communism posed a threat to the legitimacy of capitalist and democratic governments.
  - In both periods democracies had to contend with economic instability.
  - In both periods, democracies faced social and economic upheaval associated with re-adjustment/reconstruction after a major conflict.
  - Nationalism challenged democracies in both periods.
  - In both periods, the United States played an increasing role in European economic and political affairs.

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**[c]** Explain one reason why democracy spread in Europe in the period 1975 to 2000. **1 point**

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

- The collapse of the Soviet Union ended support for non-democratic regimes in Eastern Europe.
- The fall of communist regimes in Eastern Europe, caused largely by internal failings, vindicated democratic approaches to government.
- The creation of the EU and its expansion during this period reinforced the principles of democratic governments.
- The continued prosperity of democratic countries provided justification for the value of democracy.
- The influence of American capitalism and consumerism demonstrated the value of economic freedom and democracy to European states.
- The death of Spanish dictator Franco eliminated an authoritarian alternative to democracy that had persisted since the Second World War.

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**Total for question 4 3 points**

**Important:** After you have completed your response to either Question 3 or Question 4, completely fill in the circle that corresponds to the question you answered.

Question 3

Question 4

A

Write your answer to **SHORT-ANSWER QUESTION 3** or **4** on this page only. Do **NOT** write outside the box. Do not skip lines.

a) One difference in the challenges faced by European democracies in the post-WWI vs. post-WWII periods was that the Great Depression occupied them post-WWI economically, while the Marshall plan limited economic turmoil post-WWII. Economic strife was at an all-time-high during the Great Depression from 1929-39, partially caused by WWI. Economic strife was conversely avoided post-WWII, largely thanks to the Marshall plan.

b) One similar issue these democracies faced after each world war was attempting to strengthen diplomatic relations to avoid further conflict. Post-WWI, European countries founded the League of Nations as a peace-keeping organization to prevent the next war, and post WWII, many of these same nations founded the UN or United Nations to achieve the same goal as last time, stop the next war.

c) One reason democracy spread in Europe from 1975-2000 was the collapse of the USSR. The newly independent nations were looking to form new governments, so they went for the farthest thing from what the USSR had been, which was democracy, causing it to spread.

**End of response area for Question 3 or Question 4**

**Use a pen with black or dark blue ink only. Do NOT write your name. Do NOT write outside the box.**

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**Important:** After you have completed your response to either Question 3 or Question 4, completely fill in the circle that corresponds to the question you answered.

Question 3

Question 4

B



Write your answer to **SHORT-ANSWER QUESTION 3** or **4** on this page only. Do **NOT** write outside the box. Do not skip lines.

One difference between challenges faced by democracies in Europe in the interwar period and challenges faced by democracies in Europe in the post-Second World War period is that, unlike democracies in the interwar period, democracies in the post Second World period had significant financial and economic aid from the United States under the Marshall Plan. This plan significantly boosted the economies of these countries, leading to an "economic miracle" the interwar democracies did not have. One similarity between these democracies was the massive amounts of destruction experienced by the countries. Countries such as Britain and France both had their capitals bombed and heavily damaged in both WW1 and WW2, with both needing time to recover from the destruction in both the interwar period and the Post WW2 period, proving that both democracies in the interwar period and Post WW2 had to recover from mass war related destruction. One major reason why democracy spread in Europe in the period 1975 and to 2000 was the weakening and eventual collapse of the USSR. The USSR kept Eastern Europeans in a communist-authoritarian headlock, but as the financial problems relating to Soviet communist economic policy became more apparent, Russia lost its grip on these countries, as evidenced by the fall of the Berlin wall and the reunification of democratic West Germany and Communist East Germany, into democratic (unified) Germany, and the fall of the USSR itself into democratic Russia in the 1990s.

End of response area for Question 3 or Question 4

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Important: After you have completed your response to either Question 3 or Question 4, completely fill in the circle that corresponds to the question you answered.

Question 3

Question 4

C

Write your answer to SHORT-ANSWER QUESTION 3 or 4 on this page only. Do NOT write outside the box. Do not skip lines.

During the interwar period, democracy struggled with support of the people, while democracy in post war WW2 struggled to rebuild. During the war, some argued that this large scale war would just result in large numbers of casualties, while others argued that it was crucial to stop the Nazis. After WW2, the people were dissatisfied with the economic state of their countries, as they were destroyed.

One similarity between the two periods was that there were struggles regarding the divide of the people. People within European countries had many different views and ultimately the government could not make everyone happy. This caused constant tensions between people and the government would struggle on how to handle this.

Democracies spread in Europe between 1975-2000 because of the choice of Gorbachev not to stop the spread of democracy. The collapse of the Berlin Wall in 1989 shocked many as democracy was created peacefully, but in reality, this was due to Gorbachev's lenient foreign policies. The collapse of the Berlin Wall inspired other European countries to revolt peacefully, which were ultimately successful for the most part.

End of response area for Question 3 or Question 4

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### Short Answer Question 4

**Sample: 4A**

**Score: 3**

A. The response earned the point for part A by contrasting the turmoil caused by the Great Depression in the interwar period with the stabilizing effect of the US Marshall Plan in the post-1945 period.

B. The response earned the point for part B by noting the similar goals of promoting diplomacy and peace through the League of Nations in the interwar era and UN in the post-1945 era.

C. The response earned the point for part C with its explanation of how the collapse of the USSR allowed the satellite states to move toward democracy.

**Sample: 4B**

**Score: 2**

A. The response earned the point for part A with its contrasting of US Marshall Plan support after World War II with the lack of any such aid during the interwar period.

B. The response did not earn the point for part B by incorrectly stating that the capitals of Britain and France experienced widespread devastation after both world wars and needed rebuilding.

C. The response earned the point for part C with its full explanation of the collapse of the Soviet Union, freedom for its satellites, and reunification of Germany as democratic trends.

**Sample: 4C**

**Score: 1**

A. The response did not earn the point for part A, as its references to popular support and rebuilding were not clearly explained as a difference between the two periods.

B. The response did not earn the point for part B because it did not provide specific historical content to support its reference to division among the peoples of Europe.

C. The response earned the point for part C by explaining how Gorbachev's policies caused the fall of the Berlin Wall and transition of states into democracies.

**Directions:** Question 1 is based on the accompanying documents. The documents have been edited for the purpose of this exercise.

In your response you should do the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using at least four documents.
- Use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
- For at least two documents, explain how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Demonstrate a complex understanding of a historical development related to the prompt through sophisticated argumentation and/or effective use of evidence.

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**Begin your response to this question at the top of a new page in the separate Free Response booklet and fill in the appropriate circle at the top of each page to indicate the question number.**

1. Evaluate whether the feminist movement of the 1800s was motivated primarily by a desire to achieve economic equality or a desire to achieve political equality.

**Document 1**

**Source:** Suzanne Voilquin, French writer and utopian socialist, “The Justice of Men,” article in the journal *New Woman*, which she edited and published with other women, Paris, 1833

In theory, the laws are made in everyone’s interest and approved and consented to by everyone, but is that really the case? Humanity is not composed only of men. Dear legislators, please tell me, if we women are half of everyone, have you ever at any time admitted women among yourselves to uphold our rights? And if we women have never had our own representatives to discuss and prevent the oppressive laws that you have drawn up against us, explain by what right would you have us remain forever submissive to these laws?

Take our French Civil Code [created by Napoleon in 1804]. I, a weak woman, feel today the strong need to protest the arbitrary and vicious rules that you have included in it. For example, you male legislators tell us, in Article 213, “The wife owes obedience to her husband.” Or take Article 214: “The wife is obligated to live with her husband and follow him everywhere that he wishes to reside.” Is it not clear to you that your laws are our enslavement, in that they do not allow us to be ourselves?

**Document 2**

**Source:** Anna Maria Mozzoni, Italian journalist, “Women and the Project for the New Italian Civil Code,” pamphlet published in Milan, 1865

[I would like to] draw the attention of the Legislature and of our honest citizens to the miserable conditions women are subject to under our current civil laws. Even though all of Italy is aware of the laws’ imperfections—as evidenced by the fact that we are trying to reform them—there are numerous entrenched interests, widespread prejudices and centuries-old habits that make it extremely difficult, if not impossible to achieve progress.

The recognition of the rights of women is nowadays something that is demanded by the people; it is a principle that is accepted by all civilized nations. There is not a husband today who takes the idea of full legal dominion over his wife seriously, nor a son who denies the property rights of his mother. If these ideas are all but extinct in our society, why would we want to uphold them in our laws?

What I would wish from the Legislature is that instead of excluding women from public functions the law should allow women to play a public role. Our society already employs the physical labor of women in the factories and is content with having them work alongside men, without concerning itself with whose muscles are the stronger. I see no reason why we cannot also make better use of women’s minds, which, if we give them a chance, will be found not to be as empty as many contend.

**Document 3**

**Source:** Millicent Garrett Fawcett, British feminist and political activist, article published in the male-owned liberal magazine *Fortnightly Review*, 1870

If the extension of political power to women is in accordance with reason and justice, both [men and women] ought to be equally bound to support the claims of women to the suffrage.

It is frequently said that women are sufficiently represented under the present system, and that their interests have always been protected by the legislature.

Are women sufficiently represented? Is it [fair] that the laws should render a married woman incapable of owning or acquiring property and allow the husband to deprive her even of her own earnings? Is that law just that gives a married woman no legal right to the guardianship of her own children? If women were sufficiently represented, would they be excluded from participation in the great educational institutions of the country, as they are today? Would the door of nearly all [well-paying], and, at the same time, honorable employments be shut against them, as it is now?



**Document 4**

**Source:** Clara Zetkin, German Marxist journalist, article in *Equality*, a German socialist newspaper for women, written in exile, 1887

Even though the productive capacity of female workers does not lag behind that of male workers, . . . the wages of women workers are far below those of male laborers.

It is not only the women workers who suffer because of the miserable payment for their labor. The male workers, too, suffer because of it. As a consequence of their low wages, the women are transformed from fair competitors into unfair competitors who push down the wages of men. Cheap women's labor means that if male workers want to continue to earn their daily bread, they must put up with low wages. Thus women's work is not only a cheap form of labor, it also cheapens the work of men and for that reason it is doubly appreciated by the capitalist, who craves profits.

Certainly one of the reasons for these poor wages for women is the fact that female workers are not unionized..... Thus, in the interest of both men and women workers, it is urgently recommended that the latter be included in trade unions. The larger the number of organized female workers, the sooner will women's wages rise so that soon there may be the realization of the principle of equal pay for equal work regardless of the difference in gender.

Document 5

**Source:** Members of the match manufacturers' union on strike outside the Bryant & May match factory in London, 1888. The photograph was published in the autobiography of one of the strike's organizers.



Chroma Collection / Alamy Stock Photo

*The strike involved over 1,400 workers, mostly women, who protested against the long working hours and hazardous working conditions at the factory.*

**Document 6**

**Source:** Emilia Pardo Bazán, Spanish aristocrat, novelist, and journalist, “Women of Spain,” article published in Great Britain and the United States, 1889

The social distance between men and women is greater today than it was in the old Spain. Men have gained rights and privileges in which women have no share. Each new conquest made by men in the field of political liberty . . . makes the role of women in society even more passive than it was before. Educational freedom, religious freedom, the right of public meeting, the suffrage and the parliamentary system only serve to transfer to one half of society the strength which the other half is gradually losing. Nowadays, not a single woman in Spain, from the Queen downward, enjoys the slightest political influence.

I remember that some time ago in my native town, there was a meeting of freethinkers [liberals]. The organizer was a professor of very modern opinions, and he gave notice in the papers that ladies might attend the meeting. When after the meeting the professor was asked why he had not brought his own wife, he answered horror-struck, “My wife? My wife is no freethinker, thank God!”

**Document 7**

**Source:** Clotilde Dissard, French feminist, “The Protection of Women’s Labor,” article in *La Fronde*, a newspaper edited and published by women, 1900

The new law [which limits the working hours and type of work done by women and children] has yet to be voted on by the Senate, but already protests against it can be heard from all over the female working class and from feminist circles.

What do we feminists have against this law? It does not put the male and female worker on a perfectly equal footing but wants to “protect” the woman, whereas the man is considered pure work muscle and quite unworthy of the state’s care. This hypocritical concern by our legislators for female workers is, sadly, cheered on by the trade unions, whose leadership is preoccupied with workplace competition from women and determined to keep women away from the higher-paying jobs, falsely maintaining that female labor lowers men’s wages. These male union leaders directly harm the young unattached women, widows, and unmarried mothers: all those women who suffer and are prepared to work for a starvation wage and who will lose their ability to make a living under the new law’s “protections.”

Despite the many good reasons for protecting women’s labor, this law will be enforced only in cases where men demand it, believing that it will protect their salaries. As for children and the other groups whose labor the law supposedly protects, nobody worries about them, because they, like women, cannot cast a vote in the ballot box.

**Question 1: Document-Based Question, 19 C Feminist Movement Econ vs Pol Equality****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 feminist movement of the 1800s was motivated primarily by a desire to achieve economic equality or a desire to achieve political equality.

Reporting Category	Scoring Criteria	
<p><b>Row A Thesis/Claim</b></p> <p><b>[0-1 points]</b></p>	<p><b>0 points</b></p> <p>Does not meet the criteria for one point.</p>	<p><b>1 point</b></p> <p>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></p> <ul style="list-style-type: none"> <li>• Provide a historically defensible thesis or claim about whether the feminist movement of the nineteenth century was motivated primarily by the desire for political or for economic equality. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument.</li> </ul>
<p><b>Examples that do not earn this point:</b></p> <p><b>Provide a restatement of the prompt</b></p> <ul style="list-style-type: none"> <li>• <i>“Political rights and economic opportunity were both important to feminists of the 1800s.”</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>“Feminists were primarily interested in achieving political equality.”</i></li> </ul> <p><b>Do not respond to the prompt</b></p> <ul style="list-style-type: none"> <li>• <i>“The feminist movement was unable to achieve its goals in the 1800s.”</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>“While feminists were mostly motivated by the desire to achieve political equality through voting rights, many of them saw this as a means to gain economic equality in the workplace.”</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>“Women’s movements of the 1800s were primarily motivated to achieve political equality in two forms—the right to vote and the recognition of various legal rights.”</i></li> </ul> <p><b>Establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li>• <i>“Feminists mostly fought for political equality by attempting to secure the right to vote.”</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	
<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>	
	<b>Responses that do not earn this point:</b> <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>	<b>Responses that earn this point:</b> <ul style="list-style-type: none"> <li>Accurately describe a context relevant to whether the feminist movement in the nineteenth century was primarily motivated by a desire for economic or for political equality.</li> </ul>
	<b>Examples that do not earn this point:</b>  <b>Do not provide context relevant to the topic of the prompt</b> <ul style="list-style-type: none"> <li><i>“The Catholic Church continued to keep women out of important religious roles in the 1800s.”</i></li> </ul> <b>Provide an overgeneralized statement about the time period referenced in the prompt</b> <ul style="list-style-type: none"> <li><i>“The nineteenth century was a period of great political change, including for women.”</i></li> </ul> <b>Provide a passing phrase or reference</b> <ul style="list-style-type: none"> <li><i>“Feminists have generally concentrated on improving the position of women.”</i></li> </ul>	<b>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</b> <ul style="list-style-type: none"> <li>Enlightenment ideas about universal human rights</li> <li>Expansion of voting rights [to men] in various European countries during the nineteenth century</li> <li>Industrialization’s effect on women’s participation in the workforce</li> <li>Bourgeois ideas of gender: separate spheres, the cult of domesticity</li> <li>The French Revolution’s / liberalism’s universalist pledge of legal equality</li> <li>Specific policies affecting women during the early stages of the French Revolution</li> <li>Changes in ideas of child-rearing and education</li> <li>Marxist / socialist / utopian ideas about women’s roles</li> <li>Ultimate achievement of voting rights for women in the twentieth century</li> </ul> <b>Examples of acceptable contextualization:</b> <ul style="list-style-type: none"> <li><i>“Drawing on the French Revolution’s ideas about political equality of all citizens, 19<sup>th</sup> century feminists sought to gain rights for women.”</i></li> <li><i>“Many ideologies sought to enhance the political or economic position of oppressed groups in the 1800s.”</i> [Minimally acceptable contextualization]</li> </ul>
<b>Additional Notes:</b> <ul style="list-style-type: none"> <li>The response must describe broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question that are relevant to the topic of the prompt.</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></p> <p><b>[0-3 points]</b></p>	<b>Evidence from the Documents</b>		
	<p><b>0 points</b></p> <p>Does not meet the criteria for one point.</p>	<p><b>1 point</b></p> <p>Uses the content of at least <b>three</b> documents to address the <b>topic</b> of the prompt.</p>	<p><b>2 points</b></p> <p>Supports an <b>argument</b> in response to the prompt using at least <b>four</b> documents.</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>Use evidence from less than three of the documents</li> <li>Misinterpret the content of the document</li> <li>Quote the content of the documents without providing an accompanying description</li> <li>Address documents collectively rather than considering separately the content of each document</li> </ul>	<p><b>Responses that earn 1 point:</b></p> <ul style="list-style-type: none"> <li>Accurately describe — rather than simply quote — the content from at least three of the documents to address whether the feminist movement in the nineteenth century was primarily motivated by a desire for economic or for political equality.</li> </ul> <p><b>Examples of describing the content of a document:</b></p> <p><b>Describe evidence from the documents relevant to the topic but do not use that evidence to support an argument</b></p> <ul style="list-style-type: none"> <li>[Document 2]: <i>“Mozzoni [Doc 2] thinks women can contribute more than just their physical labor to society.”</i></li> <li>[Document 5]: <i>“The photograph shows that the strikers seeking better working conditions were mostly women”</i></li> </ul>	<p><b>Responses that earn 2 points:</b></p> <ul style="list-style-type: none"> <li>Support an argument in response to the prompt by accurately using the content of at least four documents.</li> </ul> <p><b>Examples of supporting an argument using the content of a document:</b></p> <ul style="list-style-type: none"> <li>[Document 4]: <i>“Zetkin is intensely focused on the economic issue of improving women’s wages.”</i> [Describes and connects the contents of the document to an argument regarding economic motivations of feminists]</li> <li>[Document 3]: <i>“Fawcett argues that gaining the same rights as men will address the injustices faced by women.”</i> [Describes and connects the content of the document to an argument regarding legal and political economic motivations of feminists]</li> <li>[Document 5]: <i>“The strikers in the photograph are less interested in political rights than in decent working conditions.”</i> [Describes and connects the contents of the document to an argument regarding economic motivations of feminists]</li> </ul>
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>To earn two points, the four documents do not have to be used in support of a single argument—they can be used across sub-arguments or to address counterarguments.</li> </ul>			

<b>Row C</b> <b>[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 specific historical evidence [beyond that found in the documents] relevant to an argument in response 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 evidence that is not relevant to an argument about the prompt.</li> <li>• Provide evidence that is outside the time period or region specified in the prompt.</li> <li>• Repeat information that is specified in the prompt or in any of the documents.</li> <li>• Provide a passing phrase or reference.</li> </ul>	<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>• Must use at least one specific piece of historical evidence relevant to whether the feminist movement in the nineteenth century was primarily motivated by a desire for economic or for political equality  </li> </ul> <p><b>Examples of specific and relevant evidence beyond the documents that earn this point include the following, if appropriate elaboration is provided:</b></p> <ul style="list-style-type: none"> <li>• Efforts to reform working conditions and urban living conditions</li> <li>• Nuclear families and the cult of domesticity</li> <li>• Companionate marriage</li> <li>• Liberal ideas of popular sovereignty and its limitations</li> <li>• Radicals demanding universal suffrage</li> <li>• Classical early feminist writings, such as those of Olympe de Gouges or Mary Wollstonecraft</li> <li>• Specific events or activists from the votes-for-women / suffragette movement not mentioned in the documents [e.g., Emmeline Pankhurst, John Stuart Mill]</li> <li>• Specific regulations or practices regarding women’s labor not mentioned in the documents [e.g., Mines Act, Factory Acts]</li> <li>• Specific examples or dates of the extension of the franchise to women</li> <li>• Women’s organizations for achieving economic or political equality [e.g., Women’s Social and Political Union]</li> <li>• Women’s participation in nineteenth-century revolutionary activities [e.g., women’s role in the Paris Commune]  </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>“Feminists were inspired by the successful expansion of male suffrage through the Reform Bills in Britain and revolutions in France to seek voting rights for women as well.”</i> [Provides a piece of evidence not in the documents relevant to an argument about the prompt]</li> <li>• <i>“In Britain, the suffragette movement under the leadership of Pankhurst turned to radical protests to achieve political rights for women.”</i> [Provides a piece of evidence not in the documents relevant to an argument about the prompt]  </li> </ul>	
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• Typically, statements credited as evidence will be more specific than statements credited as contextualization.</li> <li>• To earn this point, the evidence provided must be different from the evidence used to earn the point for contextualization.</li> <li>• To earn this point, the evidence provided must be more than a phrase or reference.</li> <li>• The point for evidence beyond the documents may be awarded for evidence that appears in any part of the response.</li> </ul>		



Reporting Category	Scoring Criteria	
<p><b>Row D Analysis and Reasoning</b></p> <p><b>[0-2 points]</b></p>	<b>Sourcing</b>	
	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> For at least <b>two</b> documents, explains how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument.</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>Explain sourcing for fewer than two 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 summary 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>“Bazan is addressing readers outside her own country.”</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>“The female strikers in the photograph were trying to gain greater economic security.”</li> </ul>	<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>Must explain how or why — rather than simply identifying — the document’s point of view, purpose, historical situation, or audience is relevant to an argument that addresses the prompt for each of the two documents sourced.</li> </ul> <p><b>Example of acceptable explanation of the relevance of the author’s point of view:</b></p> <ul style="list-style-type: none"> <li>[Document 3]: “As a woman writing for a male-owned journal, Fawcett is trying to convince men that they should support the cause of women’s rights as well. [Explains how point of view affects the purpose of Fawcett’s writing]</li> </ul> <p><b>Example of acceptable explanation of the relevance of the author’s purpose:</b></p> <ul style="list-style-type: none"> <li>[Document 5]: “The photographer is attempting to show the strikers’ desire for economic improvement in a sympathetic light by depicting them as somber and serious.” [Explains how a likely purpose influences the way the workers are portrayed]</li> </ul> <p><b>Example of acceptable explanation of the relevance of the historical situation of a source:</b></p> <p>[Document 4:] “Writing in exile, Zetkin is free to make unrestrained attacks on the bad effects of capitalism on German workers.” [Explains how Zetkin’s historical situation influences her tone]</p> <p><b>Example of acceptable explanation of the relevance of the audience:</b></p> <ul style="list-style-type: none"> <li>[Document 7]: Dissard’s warning about the dire economic consequences of a proposed law is intended to resonate with her female audience.” [Explains how the audience of Dissard’s piece shapes her message]</li> </ul>	

<b>Row D</b> <b>[continued]</b>	<b>Complexity</b>	
	<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 through sophisticated argumentation and/or effective use of evidence.</p>
	<b>Decision Rules and Scoring Notes</b>	
	<p><b>Responses that earn this point:</b> May demonstrate a complex understanding through sophisticated argumentation that is relevant to the prompt. This may be done in a variety of ways, such as:</p> <ul style="list-style-type: none"> <li>• Explaining multiple themes or perspectives to explore complexity or nuance; OR</li> <li>• Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR</li> <li>• Explaining both cause and effect, both similarity and difference, or both continuity and change; OR</li> <li>• Explaining relevant and insightful connections within and across periods or geographical areas. These connections should clearly relate to an argument that responds to the prompt.</li> </ul> <p>May demonstrate a complex understanding through effective use of evidence relevant to an argument that addresses the prompt. This may be done in a variety of ways, such as:</p> <ul style="list-style-type: none"> <li>• Effectively using <b>seven</b> documents to support an argument that responds to the prompt; OR</li> <li>• Explaining how the point of view, purpose, historical situation, and/or audience of at least <b>four</b> documents supports an argument that responds to the prompt; OR</li> <li>• Using documents and evidence beyond the documents effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt.</li> </ul> <p><b>Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided:</b></p> <ul style="list-style-type: none"> <li>• Analyzing the influence of different levels of economic and social development in different countries on feminists’ motivations in those countries. [Explaining nuance of an issue by analyzing multiple variables]</li> <li>• Comparing feminists’ goals of the 1800s with those of the 1900s. [Explaining insightful connections across periods]</li> <li>• Arguing, for instance, that the demand for political rights was of more fundamental importance since it would contribute to greater economic opportunities. [Confirming the validity of an argument by corroborating multiple perspectives across themes]</li> <li>• Challenging the premise of the prompt by pointing out evidence that suggests the drive for political rights and the drive for economic improvement were often intertwined. [Using documents and evidence beyond the documents effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt]</li> </ul>	
	<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• This complex understanding must be part of the argument and may be demonstrated in any part of the response.</li> <li>• While it is not necessary for this complex understanding to be woven throughout the response, it must be more than merely a phrase or reference.</li> <li>• To earn a point for complexity by using seven documents in support of an argument, there must be an attempt to use all seven documents to effectively support an argument, but the use of the documents may be unevenly or inconsistently developed, or the document use may be weaker in one or two instances.</li> </ul>	

<b>Document Summaries</b>		
<b>Document</b>	<b>Summary of Content</b>	<b>Explains the relevance of point of view (POV), purpose, situation, and/or audience by elaborating on examples such as:</b>
1. Voilquin, <i>New Woman</i> article, 1833	<ul style="list-style-type: none"> <li>Legislatures have excluded women, but made laws governing them</li> <li>The Code Napoleon entrenches male dominance</li> </ul>	<ul style="list-style-type: none"> <li>Voilquin is writing after France has undergone several revolutions and new constitutions, with no improvement in women’s legal and political rights. [historical situation]</li> <li>Voilquin is pointing out the hypocrisy of male legislators in a magazine aimed at women. [audience/purpose]</li> </ul>
2. Mozzoni on new civil code in Italy, 1865	<ul style="list-style-type: none"> <li>Current laws in Italy oppress women and there is great desire to change them</li> <li>Old-fashioned ideas about gender expressed in the current laws are not taken seriously</li> <li>Women should have a role in government and the professions</li> </ul>	<ul style="list-style-type: none"> <li>Mozzoni is writing shortly after Italian unification when government and legal reform is at the forefront of the public debates. [historical situation]</li> <li>As a female member of a profession, Mozzoni believes that women are capable of contributing mental as well as physical labor for the improvement of society. [POV]</li> </ul>
3. Fawcett on female suffrage, 1870	<ul style="list-style-type: none"> <li>Men and women should support female suffrage</li> <li>Women are not fairly represented by male legislators, as proven by current laws concerning mothers’ rights</li> </ul>	<ul style="list-style-type: none"> <li>Writing in a male-owned journal, Fawcett uses the opportunity to gain male support for female suffrage. [POV/audience]</li> <li>Fawcett uses the specific example of injustice to mothers to strike a chord with a male audience. [purpose/audience]</li> </ul>
4. Zetkin on wage equality, 1887	<ul style="list-style-type: none"> <li>Women workers are as productive as men, but are paid less</li> <li>This lower pay drives down wages for everyone</li> <li>Lack of unionization is to blame</li> </ul>	<ul style="list-style-type: none"> <li>As a Marxist, Zetkin is concerned with economic inequality. [POV]</li> <li>As an advocate for the working class in general, Zetkin wants people to see women’s low pay as a problem for male workers as well. [POV/purpose]</li> </ul>
5. match strike photo, 1888	<ul style="list-style-type: none"> <li>The strikers are mostly young women</li> <li>The strikers are portrayed as dignified, respectable individuals</li> </ul>	<ul style="list-style-type: none"> <li>By humanizing the strikers, the photographer is attempting to dispel hostility and gain sympathy for their cause. [purpose]</li> <li>By reminding viewers that the strikers were mostly women and children, the photographer is pointing out the failure of earlier government efforts to significantly improve working conditions for women and children in this industry. [historical situation]</li> </ul>

6. Bazan on women in Spain, 1889	<ul style="list-style-type: none"><li>• Improvements in political rights in Spain have actually widened the gap between men and women</li><li>• Anecdote about a hypocritical liberal professor who is glad his wife does not share his views</li></ul>	<ul style="list-style-type: none"><li>• Writing to an audience outside Spain, Bazan perhaps feels freer to criticize her own country. [audience]</li><li>• Bazan is appealing to women in countries where the feminist movement is closer to its goal of female suffrage. [audience/historical situation]</li></ul>
7. Dissard on labor laws, 1900	<ul style="list-style-type: none"><li>• New law supposedly intended to protect women workers is in fact intended to protect men’s wages</li><li>• When passed, it will be selectively enforced to women’s disadvantage because women can’t vote</li></ul>	<ul style="list-style-type: none"><li>• Writing in a journal owned by women, Dissard is empowered to point out the hypocritical intent of the “protective” law. [POV/historical situation]</li><li>• As an activist for women’s issues, Dissard is asserting that feminists and women of the working class have a common interest. [POV]</li></ul>

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The 19th century was full of commotion for the feminist community in Europe. Many law codes of before, such as the Napoleonic Code, had already grown outdated with regards to only giving men, natural right that were otherwise limited to women, and it was very much recurrent throughout Europe. In addition, with the Industrial Revolution already going on, women also did not face equality in the workplace in the industrial cities like Manchester, after having to deal with housework and child rearing before this. With all of this in mind, however, it should be said that the 19th century feminist movement was primarily motivated by the desire to achieve political equality for women, mostly through law reform and the advocacy for the recognition of women.

First, women sought to change the law to extend their political rights. Such evidence can be seen when Mozzoni states how the Italian law code has several major flaws that are acting as obstacles in the way of feminist social progress. Given how many were already used

Page 5

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to believing that women should maintain the traditional of a politically quiet housewife, it easy to understand where she is coming from. She was hoping that such primitive values upheld by Italian could be dealt with the Legislature. To add onto this, Volquin ~~refers~~ directly refers to certain articles in the Napoleonic Code ~~that~~ to show how the law is detrimental to women like her. <sup>(over)</sup> It should be noted that she published the article she wrote here in a ~~French~~ French feminist journal, showing how urgent it was for her fellow feminists to know that the law was right up against them.

Second, women in this time period were trying to seek political recognition. This is shown with Fawcett questioning the representation of women in law, education, and social life. <sup>(over)</sup> She published her statement in a male-oriented liberal magazine, in the hopes of revealing to the opposite sex how unfair women are treated by the law of the British government. In addition, Bazain demonstrates how regular female citizens of Spain do not get to enjoy ~~any~~ any ability to exercise their political rights.

Page 6

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She even recounts the anecdote involving a professor not bringing his wife to a meeting about liberalism, that some women were possibly participating in. This is reminiscent of Rousseau's thinking on women. Despite his advocacy for liberalism and democracy, he believed that women were not to be involved in it ~~whatsoever~~ whatsoever, which ended up triggering feminists like Mary Wollstonecraft.

However, some experts say that this First Wave of feminism, as it is called, was driven by a desire to achieve female economic equality. They might refer to pictures of workers' strikes primarily held by women who sought safer working conditions and shorter hours of labor (Doc 5).

Furthermore, Zetkin brings up how female workers' union must be formed in order to achieve higher wages on the level of men, indicating the desire for economic success among women at the time (Doc 4). However, there is a sense of hypocrisy in this. Dissard notes how many French working class women were protesting against the limitations on working hours and types of work that women were to be working with.

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(Doc 7). This runs counter to the strikes against long working hours and hazardous factory conditions women faced in other parts of Europe. It can be said, then, that <sup>there</sup> was no sense of unification among feminists with respect to economic rights, unlike the protests held en-masse for their political rights to be extended.

In conclusion, 19th century feminism was mostly for <sup>the</sup> political recognition of women. Many feminists sought to change the law in order to leave behind the traditional medieval view of women that permeated Europe since the 15th century. They also wanted legislatures in their respective countries to recognize them as politically on the same level as men were. Despite efforts to seek economic liberty at work, feminists were much more united on the political spectrum than ~~in~~ on economics, especially with their differing levels of the intensity of their liberalism, whether they be Marxist or socialist.

Page 8

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The feminist movement of the 1800's was motivated primarily by the desire to achieve political equality, due to the Enlightenment and the unjust laws regarding women in the political spectrum. In the middle ages, women had absolutely no say when it came to the politics of Europe, as they couldn't do much else besides farmwork. This trend continues all the way to the 19th Century, as women are still <sup>considered</sup> politically inferior to men, as seen in the rise of the middle class. The Enlightenment introduced the idea of reason and logical thinking into European society. Due to the Enlightenment, women started to advocate for political equality with men, because it simply just makes sense. In Doc 2, Mozzini, an Italian journalist, says that the laws of Italy state that a ~~woman~~ woman is in full control of the husband and can't own property simply if their son says so. However, Mozzini uses reason to say that a husband doesn't take full dominion over their wife seriously, and no son is going to deny his mother property rights. She says that these ideas are all but extinct, and that there doesn't need to be laws on them. This makes sense, as Mozzini is a woman herself and would of course want more equality for ~~women~~ women. In Doc 3, Fawcett, a British feminist and political activist, says that if women's political power is with justice and reason, then men and women should be equal. The effects of the Enlightenment are evident, as Fawcett

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Says political power should be ~~for~~ within reason. Fawcett's ideas are not surprising, as they are apart of a liberal magazine in England. They will naturally would want more equality for women, as stated they are a feminist, and apart of a liberal magazine.

The unjust laws surrounding women caused many political activists to speak out against the injustice. In Doc 1, Voliquin, a French writer and utopian socialist, says that the laws in the French Civil Code are unjust, and they don't allow women to be themselves, but rather slaves to their husbands. The ideas expressed in the passage make sense for Voliquin, as she is a utopian socialist. Of course she would want equality, because socialists believe in equality among all classes, so it makes sense she would want equality for women. In Doc ~~4~~ 6, Bazán, a Spanish aristocrat, novelist, and journalist, says that men are the only ones enjoying suffrage, parliament, or even the right to a public meeting, as laws in Spain prohibit ~~women~~ <sup>women</sup> from doing these basic political things. They say that men are gaining more politically, and that women are losing more politically. Bazán, being a ~~journalist~~ journalist, would want these things to happen to women, she wants to speak out about these things, and being an aristocrat helps her spread her influence over Spain as well as Great Britain and the U.S, whom ~~the~~ the article was published to.

Overall, women primarily wanted to gain political

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freedom rather than economic, due to the Enlightenment and unjust laws causing women to speak out, women will not truly get these rights until after WW1 and WW2, and even then it was only in certain countries. However, women are considered politically equal to men today, all due to the women who fought for their rights during the feminist movement of the 1800's.

Page 4

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Beginning with the enlightenment, ideas on the ~~roles~~ roles of individuals and genders ~~was~~ developed significantly. In particular, the role of women was scrutinized more thoroughly. ~~Rosseau~~ Rousseau, an enlightenment thinker argued for increased female education and participation on the grounds of equal mental faculties. Mary Wollstonecraft presented similar arguments advocating for equality in opportunities. Philosophes such as these influenced the feminist movements which advocated for equality between the genders, especially in regards to ~~political~~ politics which was a major source of contention throughout European history. Despite a definitively present motivation due to economic equality, the feminist movement of the 1800s was primarily influenced by political equality as evidenced by a lack of representation and unequal laws.

Throughout the course of history women were typically relegated to an almost nonexistent role in rule and politics. In the 1800s this was almost no different as described by document 2 which questions why women were subject to the laws of the French government despite having no say in their creation. Suzanne Voilquine, the author, and many other women in France felt that their lack of political equality necessitated a change in the system which would bring the genders closer to true equality, the goal of feminism. The point of view expressed <sup>(political equality)</sup> in this excerpt can be trusted as representative of the female population due to the excerpt being edited by other women who would have had to approve the message, argument, and goal. The argument over lack of representation presented in the article likely

Page 2

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draws from the American revolution. This revolution occurred prior to the 1800s and the creation of this article. It was founded on the principle of no taxation without representation. The colonies were subject to the laws/taxes of Britain despite a lack of representation in Parliament. ~~Volquin~~ Volquin draws up a parallel argument ~~using~~ the same core logic and basis of inequality. Document 2 describes how women already have significant economic opportunity, but lack the same regarding politics. ~~The laws in Italy were wrought~~ The laws in Italy were wrought with outdated prejudices against women which limited their rights. Despite this, the women had no power to change things meaning feminists encouraged the necessity of political equality. This work was published as a pamphlet, meaning it was intended to reach the largest audience it could. Its focus on political equality and intended audience of all possible readers demonstrate the widespread feminist push for political equality over economic equality.

Unequal laws also created the feminist drive for political equality. Document 3 describes laws that prohibit women from owning property, keeping guardianship of children, and even keeping their own wages in some cases. Although some may argue that these laws constitute a push for economic equality, the core issue remains political. The women needed political equality to produce a change in the economic sector. Document 7 describes the passing of laws that limit women's opportunities to work, arguing for economic equality. However, Clotilde Dissard ends the excerpt by underlining the truly political nature of the issue. Without representation, the women have no method of furthering equality. Steps must be taken in order starting with the feminist movement

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advocating for political equality. Document 3 was ~~written by a British feminist who~~ written by a British feminist who was likely engaged in the movement thoroughly. Her connection to other feminists means her account ~~is~~ being representative of the <sup>whole</sup> ~~is~~ is much more likely. Document 7 was published in a newspaper edited and published by women, meaning there was likely no male influence to corrupt the article.

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For a long time women had no rights. In the 19th century these Ideas had started to be challenged. The feminist move in the 1800 was motivated ~~by~~.  
Primarily by political equality shown with unfair laws although some economic issues are low pay, and unsafe working conditions. In Document 1 it say laws are agreed with every one but half the people can't vote, and the laws make women a slave to the men. These laws are harsh on women and limits their political power. The intended audience with this is men. In Document 2 it say how no one follow the laws about women and they should be removed. the laws limit the political power of women but most people didn't even follow them. The purpose of this article is to change the law. In Document 6 it ~~say~~ says that as time goes on and men gain more rights women watch and gain nothing. This shows how unfair ~~the~~ the laws are against women and how they should get the same right men get. The ~~purpose~~ purpose of this article is to get women more rights. Document 7 says that the new law ~~that~~ that will limit how much they can work will hurt them, the new law that they can't vote for would limit how much they could work and they could not make enough money for

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them self, the point of view for this is that some women will not be able to afford basic needs. In Document 5 it shows women protesting long working hours and unsafe working conditions. The work that women were doing was not safe and they wanted a change. Purpose of this protest was to change the long hours and unsafe working conditions. Document 4 says how low women's wages are and how it lowers men's wages, states that their wages are low. Purpose is to tell people ~~women's wages are~~ way wages are so low Document 3 says laws are unfair to women when they get married. It says that women must give their money to their husband ~~and~~ Purpose of this article is to change the law.

Page 5

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Begin your response to each question at the top of a new page. Do not skip lines.

The feminist movement of 1800s was primarily motivated by a desire to achieve political equality. 1800s were a time of the industrial revolution and there was a gender boundary because they thought men had better work man skills than women. Women were paid less than men, also they had social standards for women like they were suppose to take care of the kids and clean. The feminist movement was created to change there political and economic situation. Document 1 supports this claim it state that "In theory laws are made in everyones interest and approved and consented to by everyone, but it is that really the case." Suzanne Voliquin draws the arguement that laws are made for everyone then women should not be an outlier in the law. Document 2 also has the same perspective that women should ~~not be~~ be in consideration when making laws and how women are look-as property. In Document 3 writing by a British Feminist states "If the extension of political power to women is in accordance with reason and justice both [men and women] ought to be equally bound to supports the claim of Womens suffrage." This passage

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claims that if women and men are bound by law then the should have equal say. Document 6 claims that men have gained more rights and privileges than women and it is unfair. Women in 1800 hundreds wanted better pay more rights and a change the starting point in the women's rights in pay was WW1 and WW2 where the men went to war the women work to build planes etc. and we the most important part of how we won the wars.

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**Important:** Completely fill in the circle that corresponds to the question you are answering on this page.

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Begin your response to each question at the top of a new page. Do not skip lines.

In the 1800s the feminist movement was primarily motivated by a desire to achieve economic equality. As said in document 6 "not a single woman in Spain, from the Queen downward, enjoys the slightest political influence". Another document to support my claim also and I quote "...women who suffer and are prepared to work for a starvation wage and who will lose their ability to make a living under the 'new laws' 'protections'." In document 5 shows us a picture of women, mostly women, who protested against the long working hours and hazardous working conditions at the factory.

Emilia Pardo Bazán, a Spanish aristocrat and journalist, wrote an article about the "women of Spain". This article speaks about the disadvantages women have that men don't, men have gained rights and privileges in which women have any part of. Men at this time had higher paying jobs and women have to suffer from it. The economy has the power to change the inequalities women are suffering.

Document 7 it explains how legislators are supporting trade unions for female workers and how they are apparently protecting the women who suffer and are prepared to work for a starvation wage and who will lose their ability to make a living under the new laws 'protection'. Female workers are letting this known to people because they were very inconsiderate men. They directly harm the young unmarried women, widows and unmarried mothers.

## Document Based Question 1

### Sample: 1A

**Thesis Score: 1**

**Contextualization Score: 1**

**Evidence Score: 3**

**Analysis and Reasoning Score: 1**

**Total Score: 6**

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

The response earned 1 point for thesis for an argument at the end of the first paragraph establishing a line of reasoning linking the growth of the feminist movement to a need for legal reform and the recognition of women.

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

The response earned 1 point for contextualization. In the first paragraph, it situates the growth of European feminism in the context of the movement of women to industrial jobs ( e.g. Manchester) and the traditional role of women as wives and mothers.

#### **C. Evidence (0–3 points): 3**

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

The response earned the first evidence point by correctly using the content of at least three documents: 1, 2, 3, 4, 5, 6, and 7.

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

The response earned an additional evidence point for using all seven documents to support arguments about the political and economic causes of the feminist movement.

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

The response earned one point for a specific discussion in the third paragraph about the ideas of Rousseau (anti-feminist) and Wollstonecraft (pro-women) related to the issue of women seeking political recognition.

#### **D. Analysis and Reasoning (0–2 points): 1**

**Sourcing for at least two documents: 0**

The response did not earn the first analysis and reasoning point because it only correctly sources document 3 (audience). Attempts were made to source documents 1 and 6. These attempts are document summaries rather than document analysis.

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

The response earned the second analysis and reasoning point for effectively using all seven documents to support arguments about both the political and economic causes of the feminist movement.

**Sample: 1B**

**Thesis Score: 1**

**Contextualization Score: 1**

**Evidence Score: 2**

**Analysis and Reasoning Score: 1**

**Total Score: 5**

**A. Thesis/Claim (0–1 points): 1**

The response earned 1 point for a thesis in the first sentence about the feminist movement's links to a desire for political equality.

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

The response earned 1 point for contextualization. In the first paragraph it discusses Enlightenment ideas.

**C. Evidence (0–3 points): 2**

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

The response earned 1 evidence point by correctly using the content of at least three documents: documents 1, 2, 3, and 6.

**C. Supports an argument in response to the prompt using at least four documents: 1**

The response earned 1 evidence point for using documents 2, 3, 1 and 6 to support arguments about the political and economic causes of the feminist movement.

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

The response did not earn the point for evidence beyond the documents because it did not make an evident attempt to provide it.

**D. Analysis and Reasoning (0–2 points): 1**

**Sourcing for at least two documents: 1**

The response earned 1 point for sourcing because it correctly sources documents 1 and 6 for point of view. The attempts at sourcing in documents 2 and 3 are insufficiently developed beyond the information provided in the document.

**Demonstrating Complex Understanding: 0**

The response did not earn the second point for complex understanding because it did not attempt a complex understanding of the topic through sophisticated argumentation or effective use of all documents.

**Sample: 1C**

**Thesis Score: 1**

**Contextualization Score: 1**

**Evidence Score: 2**

**Analysis and Reasoning Score: 0**

**Total Score: 4**

**A. Thesis/Claim (0–1 points): 1**

The response earned 1 point for thesis for an argument at the end of the first paragraph establishing a line of reasoning linking political causes (lack of representation and unequal laws) to the feminist movement.

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

The response earned 1 point for contextualization located in the first paragraph with a discussion of the Enlightenment and Wollstonecraft. The discussion of Rousseau is erroneous and not credited.

**C. Evidence (0–3 points): 2**

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

The response earned the first evidence point by correctly using the content of at least three documents: documents 1, 2, 3, and 7.

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

The response earned an additional evidence point for using documents 1, 2, 3, and 7 to support arguments about the political causes of the feminist movement.

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

The response did not earn the point for evidence beyond the documents because the information about the American Revolution is historically dubious and not relevant to an argument based on the prompt.

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

**Sourcing for at least two documents: 0**

The response did not earn the first analysis and reasoning point because it only successfully sourced document 2 (audience). Unsuccessful sourcing attempts were made for documents 1, 3, and 7; these attempts were either generalized or historically indefensible.

**Demonstrating Complex Understanding: 0**

The response did not earn the second analysis and reasoning point because it does not attempt a complex understanding of the topic through sophisticated argumentation or effective use of documents.

**Sample: 1D**

**Thesis Score: 1**

**Contextualization Score: 0**

**Evidence Score: 2**

**Analysis and Reasoning Score: 0**

**Total Score: 3**

**A. Thesis/Claim (0–1 points): 1**

The response earned 1 point for thesis in the first paragraph for an argument noting the primary cause of the feminist movement was political (unfair laws) and the secondary cause was economic (unsafe working conditions).

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

The response did not earn the point for contextualization because the first sentence discussing women’s lack of rights was too general.

**C. Evidence (0–3 points): 2**

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

The response earned the first evidence point by correctly using the content of at least three documents: documents 1, 2, 3, 4, 5, 6, and 7.

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

The response earned an additional evidence point because it uses documents 1, 6, 3, and 2 to support an argument about the political causes of the feminist movement. The content of documents 4, 5, and 7 is only summarized and not used in support of an argument.

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

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

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

**Sourcing for at least two documents: 0**

The response did not earn the first analysis and reasoning point because although it attempts to source most documents, the attempts are summaries which identify but do not correctly explain how or why the POV, purpose, historical situation, or audience is relevant to an argument.

**Demonstrating Complex Understanding: 0**

The response did not earn the point for demonstrating complex understanding because the response did not demonstrate a complex understanding of the topic of the prompt.

**Sample: 1E**

**Thesis Score: 0**

**Contextualization Score: 0**

**Evidence Score: 2**

**Analysis and Reasoning Score: 0**

**Total Score: 2**

**A. Thesis/Claim (0–1 points): 0**

The response did not earn the point for thesis, as the first sentence is an attempt which does not establish a line of reasoning, but instead only repeats some of the words of the prompt.

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

The response did not earn the point for contextualization because the discussion in the first paragraph of female inequality in the workplace and female family responsibilities is information found in the documents.

**C. Evidence (0–3 points): 2**

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

The response earned the first evidence point by correctly using the content of at least three documents: documents 1, 2, 3, and 6.

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

The response earned an additional evidence point because it uses documents 1, 2, 3, and 6 in support of a political argument linked to the cause of the feminist movement.

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

The response did not earn the point for evidence beyond the documents because the outside information concerning women working during WWI and WWII is historically inaccurate (women did not earn the same as men) and is outside the time period specified by the prompt.

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

**Sourcing for at least two documents: 0**

The response did not earn the first analysis and reasoning point because there is no evident attempt to source any of the documents.

**Demonstrating Complex Understanding: 0**

The response did not earn the second analysis and reasoning point because it does not show evidence of a complex understanding of the topic through sophisticated argumentation or effective use of documents.



**Sample: 1F**

**Thesis Score: 0**

**Contextualization Score: 0**

**Evidence Score: 1**

**Analysis and Reasoning Score: 0**

**Total Score: 1**

**A. Thesis/Claim (0–1 points): 0**

The response did not earn the point for a thesis as the first sentence is an attempt which does not establish a line of reasoning but merely repeats some of the words of the prompt.

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

The response did not earn the point for contextualization because there is no evident attempt at contextualization.

**C. Evidence (0–3 points): 1**

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

The response earned the first evidence point by using the content of three documents to address the prompt: docs. 6, 5, 7

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

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

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

The response did not earn the point for evidence beyond the documents because it does not include additional evidence.

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

**Sourcing for at least two documents: 0**

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

**Demonstrating Complex Understanding: 0**

The response did not earn the second analysis and reasoning point because it does not attempt a complex understanding of the topic through sophisticated argumentation or effective use of documents.

**Question 2: Long Essay Question, Changes in European Art****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 European art during the period 1450 to 1700.

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></p> <ul style="list-style-type: none"> <li>• Provide a historically defensible thesis or claim about changes in European art in the period 1450 to 1700. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument.</li> </ul>
<p><b>Examples that do not earn this point:</b></p> <p><b>Provide a restatement of the prompt</b></p> <ul style="list-style-type: none"> <li>• <i>“There were major changes in European art in the period 1450 to 1700.”</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>“Religion was no longer the main motivator to produce art.”</i></li> </ul> <p><b>Do not provide a historically defensible claim</b></p> <ul style="list-style-type: none"> <li>• <i>“The most important artistic shift was towards abstract portrayals.”</i></li> </ul> <p><b>Restate the prompt or are overgeneralized</b></p> <ul style="list-style-type: none"> <li>• <i>“The visual arts experienced such a great change in the period that it has been called a Renaissance or re-birth.”</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>“Although the period saw a continued stress on religious themes, there was also a shift toward art being commissioned by merchants and secular authorities.”</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 change in European art was a revival of classical styles as well as a focus on more secular subjects.”</i></li> </ul> <p><b>Establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li>• <i>“The most important change in European art in the period was a movement towards more realistic portrayals of people and things.”</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></p>	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Describes a broader historical context relevant to the prompt.</p>
<p>[0-1 points]</p>	<p align="center"><b>Decision Rules and Scoring Notes</b></p>	
	<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>• Provide an overgeneralized statement about the time period referenced in the prompt.</li> <li>• Provide context that is not relevant to the prompt.</li> <li>• Provide a passing phrase or reference.</li> </ul> <p><b>Examples that do not earn this point:</b></p> <p><b>Provide an overgeneralized statement about the time period referenced in the prompt.</b></p> <ul style="list-style-type: none"> <li>• <i>“Art has always been important to powerful religious and political figures.”</i></li> </ul> <p><b>Provide only a passing phrase or reference</b></p> <ul style="list-style-type: none"> <li>• <i>“The Renaissance marked an important change in European artistic style.”</i></li> </ul>	<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>• Accurately describe a context relevant to changes in European art in the period 1450 to 1700.</li> </ul> <p><b>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</b></p> <ul style="list-style-type: none"> <li>• Church patronage of medieval and Renaissance art</li> <li>• Descriptions of Medieval art styles/themes</li> <li>• Disruptions of the Late Middle Ages [e.g., Black Death, etc]</li> <li>• The printing press and the subsequent spread of new ideas</li> <li>• Social and political conditions in Renaissance Italy</li> <li>• The growing wealth of the mercantile classes in Europe [e.g., in the Dutch Republic, in Italy]</li> <li>• The increasing power of monarchs and their influence as patrons</li> <li>• Humanism [classical and Christian] and humanist thinkers [e.g., Petrarch]</li> <li>• Protestant-Catholic split and religious conflicts</li> <li>• The recovery and imitation of classical art styles/techniques</li> </ul> <p><b>Example of acceptable contextualization:</b></p> <ul style="list-style-type: none"> <li>• <i>“Commercial expansion in Europe was creating excess wealth for some members of society, who began to spend more of their money on art.”</i></li> <li>• <i>“Prior to the Renaissance, the Church largely controlled the creation of art.”</i> [Minimally acceptable contextualization]</li> </ul>
	<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• The response must describe broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question that are relevant to the topic of the prompt.</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 at least <b>two</b> pieces 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 at least <b>two</b> pieces of specific and relevant evidence.</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>Identify a single piece of evidence.</li> <li>Provide evidence that is not relevant to the topic of the prompt.</li> <li>Provide evidence that is outside the time period or region specified in the prompt.</li> <li>Repeat information that is specified in the prompt.</li> </ul> <p><b>Examples that do not earn points:</b></p> <p><b>Provide evidence that is outside the time period</b></p> <ul style="list-style-type: none"> <li><i>“David’s paintings of the French Revolution and Napoleon were an example of art being created for political purposes.”</i></li> </ul>	<p><b>Responses that earn 1 point:</b></p> <ul style="list-style-type: none"> <li>Identify at least two specific historical examples relevant to changes in European art in the period 1450 to 1700.</li> </ul> <p><b>Examples of evidence that are specific and relevant include the following [two examples required]:</b></p> <ul style="list-style-type: none"> <li>Mannerism</li> <li>Baroque art and the Catholic Reformation</li> <li>Simplicity of Protestant art/churches</li> <li>Humanism</li> <li>Portraiture/self-portraits</li> <li>Depictions of peasants/common people/emphasis on everyday life in art</li> <li>Art patronage by church and secular authorities</li> <li>The Dutch “Golden Age” and its effects on the arts</li> <li>Use of perspective, new painting techniques</li> <li>Emphasis on anatomical accuracy</li> <li>Individual Renaissance/Baroque artists [with at least some elaboration beyond mentioning their names]</li> <li>Individual works of art</li> <li>Examples of Renaissance and Baroque themes in architecture</li> <li>New genres and themes in literature</li> <li>The emergence of the Northern Renaissance</li> <li>The influence of exploration and scientific discoveries</li> </ul> <p><b>Example of a statement that earns one point for evidence:</b></p> <ul style="list-style-type: none"> <li><i>“Many artists began to focus on scenes of everyday life, like Brueghel’s’ paintings of peasants or Steen’s pictures of merchants’ houses.”</i> [Mention of two different artists and their subjects is credited as two distinct pieces of evidence]</li> </ul>	<p><b>Responses that earn 2 points:</b></p> <ul style="list-style-type: none"> <li>Use at least two specific historical examples to support an argument regarding changes in European art in the period 1450 to 1700.</li> </ul> <p><b>Examples that successfully support an argument with evidence:</b></p> <ul style="list-style-type: none"> <li><i>“The increased importance of secular patronage of art can be seen in numerous Italian Renaissance statues and portraits of members of important families like the Medici.”</i> [Uses evidence to support an argument about the shift in support for the arts]</li> <li><i>“Da Vinci’s and Michelangelo’s portrayals of people emphasized the physical rather than the spiritual aspects of human existence.”</i> [Uses evidence to support an argument about the change in focus of the arts]</li> <li><i>“Palaces like Versailles began to surpass churches and cathedrals as the most impressive buildings, indicating how patronage changed over the period.”</i> [Uses evidence to support an argument about changing patterns of patronage and changing purposes for the arts]</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>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>
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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 through sophisticated argumentation and/or effective use of evidence.</p>
	Decision Rules and Scoring Notes		
	<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> <ul style="list-style-type: none"> <li>Must demonstrate the use of historical reasoning to frame or structure an argument about changes in European art in the period 1450 to 1700. The reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking specificity.</li> </ul>	<p><b>Responses that earn 2 points:</b></p> <p>May demonstrate a complex understanding through sophisticated argumentation that is relevant to the prompt. This may be done in a variety of ways, such as:</p> <ul style="list-style-type: none"> <li>Explaining multiple themes or perspectives to explore complexity or nuance; OR</li> <li>Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR</li> <li>Explaining both cause and effect, both similarity and difference, or both continuity and change; OR</li> <li>Explaining relevant and insightful connections within and across periods or geographical areas. These connections should clearly relate to an argument that responds to the prompt.</li> </ul> <p>May demonstrate a complex understanding through effective use of evidence relevant to an argument that addresses the prompt. This may be done in a variety of ways that might include:</p> <ul style="list-style-type: none"> <li>Explaining how multiple pieces of specific and relevant evidence [at least <b>four</b>] support a nuanced or complex argument that responds to the prompt; OR</li> <li>Using evidence effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt.</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>	<p><b>Using a historical reasoning process to frame or structure an argument could include:</b></p> <ul style="list-style-type: none"> <li>Using comparative reasoning to explain regional differences in changes in European art in the period 1450 to 1700.</li> <li>Structuring an argument thematically to discuss social, religious, or political trends that led to changes in European art in the period 1450 to 1700.</li> </ul>	<p><b>Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided:</b></p> <ul style="list-style-type: none"> <li>Explaining how changes art took place differently in different regions of Europe, for instance by explicitly comparing Catholic Europe to Protestant Europe. [Explains nuance, by considering multiple variables]</li> <li>Makes a sustained and accurate comparison of changes in European art in the period with further changes in the period after 1700.</li> </ul>	

	<ul style="list-style-type: none"> <li>• <i>“Kings, such as Louis XIV, commissioned numerous statues and portraits of themselves.”</i></li> </ul>	<p><b>Example of acceptable use of historical reasoning:</b></p> <ul style="list-style-type: none"> <li>• <i>“In more commercially oriented countries like Italy, England, and the Netherlands, changes to art happened more quickly.”</i> [This statement would need to be followed with at least a minimal elaboration of this reasoning.]</li> <li>• <i>“The growing power and wealth of both merchants and secular rulers encouraged a shift in focus away for purely religious themes.”</i> [This statement would need to be followed up with at least a minimal elaboration of this reasoning.]</li> </ul>	<p>[Explaining relevant and insightful connections within and across periods]</p> <ul style="list-style-type: none"> <li>• Evaluating whether there were continuities in European art over the period whose significance outweighed any changes. [Explores both continuity and change]</li> <li>• Uses four distinct pieces of Renaissance art to develop a complex argument about how secular themes were the most significant change in the period. [Explaining how multiple pieces of specific and relevant evidence [at least <b>four</b>] support a nuanced or complex argument]</li> <li>• Considering the significance of more than one possible change, for instance changes in subject matter and changes in sources of support, before ultimately arguing in favor of one as the most significant. [Using evidence effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt]</li> </ul>
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• To earn the first point for analysis and reasoning, the response must use historical reasoning to structure a response to the prompt, although the reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking in specificity.</li> <li>• This complex understanding must be part of the argument and may be demonstrated in any part of the response.</li> <li>• While it is not necessary for this complex understanding to be woven throughout the response, it must be more than merely a phrase or reference.</li> </ul>			

Important: Completely fill in the circle that corresponds to the question you are answering on this page.

Mandatory  
Question 1

Question 2

Choose one  
Question 3

A-1  
Question 4

Begin your response to each question at the top of a new page. Do not skip lines.

The period from 1450 to 1700 arguably changed the culture of the arts more significantly than any other period. After the fall of Constantinople in 1453, the Renaissance began, a revival of ancient Greco-Roman ideals, techniques, and styles. There was a rebirth of culture, inspired by the Church and wealthy families' patronage of the arts. Although many techniques and styles that predate 1450, such as portraying Biblical scenes and an obsession with death, remained prominent, new renaissance techniques were more widespread, such as new perspectives and subjects.

Despite the changing world ushered in by the Renaissance, many styles from the middle ages continued to be prominent. Biblical scenes, commissioned by the Catholic church were still present in many cities across Europe. Paintings like the Madonna showcased Mary and Jesus alongside other religious elements such as halos. Another style that translated from the middle ages to the Renaissance was the concept of memento mori, or remember death. Artists often portrayed the afterlife

Page 6

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● **Important:** Completely fill in the circle that corresponds to the question you are answering on this page.

Mandatory  
Question 1



Question 2



Choose one  
Question 3



Question 4

A-2



Begin your response to each question at the top of a new page. Do not skip lines.

and similar scenes in their art.

The most significant change in European art was the introduction of Renaissance techniques. The depiction of human anatomy, spurred by a renewed interest in science and learned, was seen in many sculptures including Michelangelo's David. Another technique introduced came from the Renaissance ideology of individualism. Painters would highlight a specific subject, aiming the paintings focus on them. This is seen in Leonardo Da Vinci's Mona Lisa, where the smiling girl is the forefront of the image. Artists also highlighted humanism, the study of Greco-Roman ideals brought about by the Renaissance, in their paintings. In Raphael's School of Athens, many ancient Greek and Roman philosophers are highlighted in the painting, such as Aristotle and Plato. The use of lighting was another technique used by painters, moving away from the dark contrasts of Middle age paintings. The new Contra Posto stance was also used to showcase the subject in a clearer way. Although there was still influence from medieval art within

Page 7

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**Important:** Completely fill in the circle that corresponds to the question you are answering on this page.

Mandatory  
Question 1

Question 2

Choose one  
Question 3

A-3  
Question 4

Begin your response to each question at the top of a new page. Do not skip lines.

Paintings post 1450, there was a significant change with the introduction of new Renaissance styles.

Use a pen with black or dark blue ink only. Do NOT write your name. Do NOT write outside the box.

0025382



● **Important:** Completely fill in the circle that corresponds to the question you are answering on this page.

Mandatory  
Question 1

Question 2

Choose one  
Question 3

B-1  
Question 4

Begin your response to each question at the top of a new page. Do not skip lines.

Prior to ~~the~~ the 15th-century, all of Europe had been plagued by the Black Death and nearly a 1/3 of the continent's population had fallen victim to the illness. With a significant moral dilemma after years of death and pain as well as various job positions that now needed to be filled, the Renaissance overtook all of Europe. Beginning in Florence, Italy and later spreading to the rest of the world, ~~the~~ this era proved to be a celebration of human accomplishment and the simple beauties found in life. However, the Renaissance would eventually fall to the grasp of new empires and continental forces as politics would once again return to the forefront of the European general public's minds. From 1450-1700, ~~the~~ humanism and <sup>the focus</sup> ~~the focus~~ on the individual that was cherished in Renaissance times would soon be overthrown by the militant growth of new nations and art would soon become a ~~political~~ political weapon meant to embody reality rather than an escape from it throughout all of Europe.

Da Vinci's ~~creation~~ <sup>creation</sup> of ~~the "Mona Lisa"~~ <sup>the "Mona Lisa"</sup> is one of the most famous creations to come from the Renaissance era. Da Vinci's painting depicts a young woman in front of ~~the~~ nature ~~with~~ with a slight smile on her lips. The painting is praised for its ability to capture true human emotion as well as Da Vinci's usage of the golden ratio. The "Mona Lisa" has become one of the most defining artworks from the Renaissance for its undeniable humanist approach and focus on the individual for who they are rather than the status they hold or skills they have. Write the "Mona Lisa"

Page 7

Use a pen with black or dark blue ink only. Do NOT write your name. Do NOT write outside the box.

Important: Completely fill in the circle that corresponds to the question you are answering on this page.

Mandatory  
Question 1

Question 2

Choose one  
Question 3

B-2  
Question 4

Begin your response to each question at the top of a new page. Do not skip lines.

remains timeless, it significantly contrasts artwork that would follow as Europe became more politically developed. Some creations that exhibit the ~~the~~ lessening influence of the Renaissance during the 17th century would be the various portraits of French Absolutist ~~King~~ Louis XIV. Louis XIV would often be painted in lavish clothing and colors and would never be seen without a crown or scepter. The artwork ~~was~~ the French Monarch ordered to be composed ~~is~~ was created with the purpose of emphasizing the King's ~~wealth~~ immense wealth and ~~the~~ immense absolutist control, a stark ~~was~~ contrast to the humble ~~was~~ depiction of "Marie Liza". ~~The~~ ~~Rebirth~~ As art changed and developed with the rest of Europe, the ideals of the Renaissance, ~~and~~ such as the celebration of the individual, would be lost to the growth of ~~the~~ <sup>rulers</sup> leaders and great empires as politics and power became the center on everyone's canvas.

Use a pen with black or dark blue ink only. Do NOT write your name. Do NOT write outside the box.

0042453



**Important:** Completely fill in the circle that corresponds to the question you are answering on this page.

Mandatory  
Question 1



Question 2



Choose one  
Question 3



C-1  
Question 4



Begin your response to each question at the top of a new page. Do not skip lines.

Art is a big part of European History and has evolved overtime. There have been many drastic changes in art styles throughout each century, especially during the time period 1450 to ~~1700~~ 1700. One can believe the most significant change in European art during this period was from Medieval art to Renaissance art. Renaissance art ~~paint~~ included ~~the~~ more detail, individualism, and realism.

To begin, Medieval Art was very basic and didn't include as much detail. Medieval art still required skill but overall was nowhere near the amount of detail included in Renaissance pieces. An example of this is the sistine chapel. The entire ceiling depicted different events from the bible and included so much little details. There were real looking people and overall small but perfected details. This was completely different from the lesser detail or less clear paintings of the medieval times.

In addition, individualism was very popular during the Renaissance. This was a part of humanism that focused on individuals rather than communities. ~~The~~ The Statue of David is a great example of this because before this time there wasn't really any statues or art pieces of one person. David looked very realistic and showed the true anatomy of an individual. On the other hand,

Page 6

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● **Important:** Completely fill in the circle that corresponds to the question you are answering on this page.

Mandatory  
Question 1



Question 2



Choose one  
Question 3



Question 4

C-2



Begin your response to each question at the top of a new page. Do not skip lines.

during the Medieval times instead of individuals being painted it was more of battle scenes or of castles.

Lastly, the realism seen in the paintings was much greater than previous time periods. During the medieval times people were drawn as not realistic and one could tell that the scene was fake. Now during the

Renaissance people looked real and showed more of reality. People seemed to have emotion and overall looked like the known people of the time.

To conclude, art has changed and adapted over time, but during the transition from Medieval times to the Renaissance art changed drastically and significantly, by the use of detail, individualism and realism.

Important: Completely fill in the circle that corresponds to the question you are answering on this page.

D-1

Mandatory  
Question 1

Question 2

Choose one  
Question 3

Question 4

Begin your response to each question at the top of a new page. Do not skip lines.

During the Renaissance ~~is~~ in the early 1400s a reemerging <sup>of themes like</sup> ~~themes of~~ the classic Greek and Rome ~~and the~~ past and the glorification of man and his works. This brought more new ideas of Humanism and the Enlightenment during this same time. The most significant change in European art during the 1450s to 1700s was through the art style and through what the artist ~~is~~ painted.

The most significant change in European art during the 1450s and 1700s was through the art style. During the art Renaissance came the new way of painting called ~~pre-p~~ perspective. Artist also learned how to shade their work through chiro ~~equum~~. Through the glorification of the past came with oil paints and woodcuts.

~~is~~ One of the most significant change in European art during the 1450s and 1700s was through what the artist painted. Instead of painting ~~the~~ baby Jesus and mother Mary ~~is~~ a new idea of humanism came into play. Humanism inspired artist to paint normal everyday scenes through Bourque art or themselves. ~~is~~ The artist could be commissioned to paint on building ~~is~~ like Michael Angelo who painted the ceiling of the sistean ~~is~~ chapel.

Important: Completely fill in the circle that corresponds to the question you are answering on this page.

Mandatory  
Question 1



Question 2



Choose one  
Question 3



Question 4

E-1



Begin your response to each question at the top of a new page. Do not skip lines.

From the period 1450 to 1700, there were many different developments of ideas that evolved over time. There were times of the Renaissance, both northern and Italian, and also different philosophies and concepts. Throughout these periods, not only did ideas change, but also art. The most significant change in European art during the 1450-1700 was the switch from religious based art, to secularized or non-religious based art as it allowed for the expression of various different ideas.

During the times of the Renaissance, people began to revisit the ideas of classical ideas. With this, came lots of religious ideas that were commonly expressed through art. Religious images became more commonly depicted in during the Renaissance. ~~the ideas of~~

Later in time, as the ideas of the Renaissance spread, ideas evolved and developed until people began to make art more secularized and less about religion. People liked the concept of humanism and wanted to have religion be less involved in their lives to focus on other things they liked. This change was extremely important as art and the expression of ideas was <sup>now</sup> open to lots of ~~new~~ <sup>new</sup> things.

Throughout the ~~1450~~ period of the 1450s to 1700s,

Page 6

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● **Important:** Completely fill in the circle that corresponds to the question you are answering on this page.

Mandatory  
**Question 1**

**Question 2**

Choose one  
**Question 3**

**Question 4**

Begin your response to each question at the top of a new page. Do not skip lines.

Art had changed over ~~the~~ time due to the evolution and ~~development~~ development of new ideas. The most ~~significant~~ significant change in European art was the switch from religious based art to secularized art as it allowed for the expression of new ideas and feelings. Without this change, we ~~the~~ may have not of seen the types of art we see today.

Use a pen with black or dark blue ink only. Do NOT write your name. Do NOT write outside the box.

## Long Essay Question 2

**Sample: 2A**

**Thesis Score: 1**

**Contextualization Score: 1**

**Evidence Score: 2**

**Analysis and Reasoning Score: 2**

**Total score: 6**

**Thesis/Claim (0-1 points): 1**

The response earned 1 point for thesis at the end of the first paragraph by claiming that although many features of art prior to 1450 remained in the period 1450-1700, “new Renaissance techniques” (“perspective” and “subjects”) became more widespread.

**Contextualization (0-1 points): 1**

The response earned 1 point for contextualization in the first paragraph by describing significant features of the Renaissance.

**Evidence (0-2 points): 2**

**Providing Specific Examples of Evidence**

The response earned 1 point for providing specific examples of evidence because it provides at least two specific and relevant pieces of evidence (Michelangelo’s *David* and Da Vinci’s *Mona Lisa*) in paragraph three.

**Using Specific Evidence in Support of a Relevant Argument**

The response earned 1 point for supporting an argument by using multiple pieces of relevant evidence to explain how new techniques and themes developed during the Renaissance.

**Analysis and Reasoning (0–2 points): 2**

**Using Historical Reasoning**

The response earned 1 point for using historical reasoning by constructing a change argument in the third paragraph. It uses five specific examples of new techniques of themes to demonstrate the significance of the change.

**Demonstrating Complex Understanding**

The response earned 1 point for demonstrating complex understanding by developing and supporting arguments for both continuity and change in the time period. It also demonstrates complex understanding through use of specific and relevant evidence. The response utilized 4 pieces of evidence to back the argument about the development of new Renaissance techniques.

**Sample: 2B**

**Thesis Score: 1**

**Contextualization Score: 1**

**Evidence Score: 2**

**Analysis and Reasoning Score: 1**

**Total score: 5**

**Thesis/Claim (0-1 points): 1**

The response earned 1 point for thesis at the end of the first paragraph by arguing that Renaissance art was replaced by art that was used as a “political weapon.”

**Contextualization (0-1 points): 1**

The response earned 1 point for contextualization in the first paragraph by describing how the Black Death led to the development of the Renaissance.

**Evidence (0-2 points): 2**

**Providing Specific Examples of Evidence**

The response earned 1 point for providing specific examples of evidence because it provides at least two specific and relevant pieces of evidence (Da Vinci’s *Mona Lisa* and portraits on Louis XIV) in the second paragraph.

**Using Specific Evidence in Support of a Relevant Argument**

The response earned 1 point for supporting an argument by using multiple pieces of relevant evidence to explain how art transitioned from humanist to propaganda that glorified kings.

**Analysis and Reasoning (0–2 points): 1**

**Using Historical Reasoning**

The response earned 1 point for using historical reasoning by constructing a change argument that demonstrates a distinction between art in the Renaissance and the art used later by absolutist monarchs.

**Demonstrating Complex Understanding**

The response did not earn the point for demonstrating complex understanding because there was no explicit attempt within the response.

**Sample: 2C**

**Thesis Score: 1**

**Contextualization Score: 0**

**Evidence Score: 2**

**Analysis and Reasoning Score: 1**

**Total score: 4**

**Thesis/Claim (0-1 points): 1**

The response earned 1 point for thesis at the end of the first paragraph by arguing that the most significant change in European art during the period was the transition to Renaissance art because it had more “detail, individualism, and realism.”

**Contextualization (0-1 points): 0**

The response did not earn the point for contextualization because the discussion of art in the first paragraph is too vague and the description of medieval art in the second paragraph is inaccurate.

**Evidence (0-2 points): 2**

**Providing Specific Examples of Evidence**

The response earned 1 point for providing specific examples of evidence because it provides at least two specific and relevant pieces of evidence (The ceiling of the Sistine Chapel, the *David*).

**Using Specific Evidence in Support of a Relevant Argument**

The response earned 1 point for supporting an argument by using multiple pieces of relevant evidence to explain how the Sistine Chapel represents increasing detail in art and how the *David* exemplifies individualism.

**Analysis and Reasoning (0–2 points): 1**

**Using Historical Reasoning**

The response earned 1 point for using historical reasoning because it makes the argument that Renaissance art was distinctly different from the previous era in its development of new styles and themes.

**Demonstrating Complex Understanding**

The response did not earn the point for demonstrating complex understanding because there was no explicit attempt within the response.

**Sample: 2D**

**Thesis Score: 0**

**Contextualization Score: 1**

**Evidence Score: 1**

**Analysis and Reasoning Score: 1**

**Total score: 3**

**Thesis/Claim (0-1 points): 0**

The response does not earn the point for thesis because although it makes a claim that art changed through “art style” and “what the artist painted,” this is too generic and vague.

**Contextualization (0-1 points): 1**

The response earned the point for contextualization in the first paragraph through the discussion of the revival of Greco Roman ideas and the “glorification of man and his works.”

**Evidence (0-2 points): 1**

**Providing Specific Examples of Evidence**

The response earned 1 point for providing specific examples of evidence because it provides at least two relevant pieces of evidence. In the second paragraph, it mentions several new art techniques (perspective, oil paints), and in the third paragraph it describes the use of everyday scenes in art and Michelangelo’s painting of the Sistine Chapel.

**Using Specific Evidence in Support of a Relevant Argument**

The response did not earn the point for supporting an argument because it does not use evidence to support an argument relevant to the prompt.

**Analysis and Reasoning (0–2 points): 1**

**Using Historical Reasoning**

The response earns 1 point for using historical reasoning because the argument throughout is structured around the historical reasoning skill of change.

**Demonstrating Complex Understanding**

The response did not earn the point for demonstrating complex understanding because there was no explicit attempt within the response.

**Sample: 2E**

**Thesis Score: 1**

**Contextualization Score: 0**

**Evidence Score: 0**

**Analysis and Reasoning Score: 1**

**Total score: 2**

**Thesis/Claim (0-1 points): 1**

The response earned 1 point for thesis because it makes the claim at the end of the first paragraph that the most significant change was that art switched from being religiously based to secular art because this allowed for the expression of new ideas .

**Contextualization (0-1 points): 0**

The response did not earn the point for contextualization in the first paragraph because the attempt at contextualization is general and too broad.

**Evidence (0-2 points): 0**

**Providing Specific Examples of Evidence**

The response did not earn the point for providing specific examples of evidence because it does not provide two relevant pieces of evidence. Although it does describe humanism, the revival of classical themes is only a phrase, and is not descriptive enough.

**Using Specific Evidence in Support of a Relevant Argument**

The response did not earn the point for supporting an argument because it only uses one piece of evidence to support an argument relevant to the prompt.

**Analysis and Reasoning (0–2 points): 1**

**Using Historical Reasoning**

The response earns 1 point for using historical reasoning because it is structured around the historical reasoning skill of change, focusing on the change to more secularized art.

**Demonstrating Complex Understanding**

The response did not earn the point for demonstrating complex understanding because there was no explicit attempt within the response.

**Question 3: Long Essay Question, French Rev. and changes in international relations****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 international relations within Europe during the period 1789 to 1815.

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></p> <ul style="list-style-type: none"> <li>• Provide a historically defensible thesis or claim about the most significant change in European international relations during the period 1789 to 1815. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument.</li> </ul>
<p><b>Examples that do not earn this point:</b></p> <p><b>Provide a restatement of the prompt</b></p> <ul style="list-style-type: none"> <li>• <i>“The French Revolution altered international relations dramatically.”</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>“Napoleon increased the level of tension in international relations.”</i></li> </ul> <p><b>Do not provide a historically defensible claim</b></p> <ul style="list-style-type: none"> <li>• <i>“The Revolution led to the lasting establishment of representative governments throughout Europe.”</i></li> </ul> <p><b>Are overgeneralized</b></p> <ul style="list-style-type: none"> <li>• <i>“The events of the years 1789-1815 overthrew the existing international order.”</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>“Even though the French Revolution challenged the existing political order in Europe, in the end the conservative monarchies reinforced their power by establishing the Concert of Europe.”</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 Napoleonic Wars had the effect of uniting much of Europe against France by attacking established monarchies and encouraging the growth of nationalism.”</i></li> </ul> <p><b>Establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li>• <i>“The most significant change in the period was the spread of French revolutionary ideas.”</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></p>	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Describes a broader historical context relevant to the prompt.</p>
<p>[0-1 points]</p>	<p align="center"><b>Decision Rules and Scoring Notes</b></p>	
	<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>• Provide an overgeneralized statement about the time period referenced in the prompt.</li> <li>• Provide context that is not relevant to the prompt.</li> <li>• Provide a passing phrase or reference.</li> </ul> <p><b>Examples that do not earn this point:</b></p> <p><b>Do not provide context relevant to the topic of the prompt</b></p> <ul style="list-style-type: none"> <li>• <i>“Europe’s religious divisions continued in this period.”</i></li> </ul> <p><b>Provide a passing phrase or reference</b></p> <ul style="list-style-type: none"> <li>• <i>“The period 1789 to 1815 was a time of war and conflict.”</i></li> </ul> <p><b>Provide an overly generalized attempt at contextualization</b></p> <ul style="list-style-type: none"> <li>• <i>“International relations had always been tense in Europe.”</i></li> </ul>	<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>• Accurately describe a context relevant to changes in European international relations during the period 1789 to 1815.</li> </ul> <p><b>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</b></p> <ul style="list-style-type: none"> <li>• Factors contributing to the outbreak of the French Revolution</li> <li>• Developments of the French Revolution internal to France</li> <li>• Absolutism</li> <li>• Eighteenth-century alliances and balance of power</li> <li>• The effects of the military revolution</li> <li>• Territorial and colonial competition prior to the Revolution</li> <li>• Established geopolitical rivalries [Britain vs. France, rise of Prussia]</li> <li>• The Enlightenment/Enlightenment Ideals</li> <li>• Enlightened Despotism</li> <li>• Conservatism / reactions to the French Revolution</li> <li>• Romanticism</li> <li>• The American Revolution</li> <li>• Early industrialization</li> </ul> <p><b>Example of acceptable contextualization:</b></p> <ul style="list-style-type: none"> <li>• <i>“Prior to the Revolutionary period, foreign relations were controlled by monarchs and their ministers.”</i></li> <li>• <i>“The revolution that began in France would ultimately affect every European country.”</i> [Minimally acceptable contextualization]</li> </ul>
	<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• The response must describe broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question that are relevant to the topic of the prompt.</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 at least <b>two</b> pieces 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 at least <b>two</b> pieces of specific and relevant evidence.</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>Identify a single piece of evidence.</li> <li>Provide evidence that is not relevant to the topic of the prompt.</li> <li>Provide evidence that is outside the time period or region specified in the prompt.</li> <li>Repeat information that is specified in the prompt.</li> </ul>	<p><b>Responses that earn 1 point:</b></p> <ul style="list-style-type: none"> <li>Identify at least two specific historical examples relevant to changes in European international relations during the period 1789 to 1815.</li> </ul>	<p><b>Responses that earn 2 points:</b></p> <ul style="list-style-type: none"> <li>Use at least two specific historical examples to support an argument regarding changes in European international relations during the period 1789 to 1815.</li> </ul>
	<p><b>Examples that do not earn points:</b></p> <p><b>Provide evidence that is outside the time period</b></p> <ul style="list-style-type: none"> <li><i>“Reactions to Napoleon eventually inspired Italian and German unification that would completely change the balance of power in Europe.”</i></li> </ul>	<p><b>Examples of evidence that are specific and relevant include the following [two examples required]:</b></p> <ul style="list-style-type: none"> <li>Reactions in other parts of Europe to political changes in France [e.g., European states taking in French émigrés or Burke’s conservative response to the French Revolution]</li> <li>Military changes brought about by the Revolution [e.g., mass armies, wars of conquest, non-aristocrats rising to officer rank]</li> <li>Coalitions against Revolutionary France and Napoleon</li> <li>The creation and collapse of the Napoleonic Empire</li> <li>National mobilization and wars of resistance [e.g., Russia, Spain, Germany]</li> <li>The Congress of Vienna</li> <li>Conservative leaders [e.g., Metternich]</li> <li>The Code Napoleon and the attempt to impose it on the Napoleonic Empire.</li> <li>The Continental System</li> <li>The overseas effects of the Revolutionary and Napoleonic Wars [e.g., the Haitian Revolution, Latin American Wars of Independence]</li> <li>The establishment of new political units under Napoleon [e.g., The Confederation of the Rhine, the Duchy of Warsaw, etc.]</li> <li>Napoleon’s invasion of Egypt</li> </ul> <p><b>Example of a statement that earns one point for evidence:</b></p> <ul style="list-style-type: none"> <li><i>“Napoleon tried to unite Europe against Britain, his main enemy, both by direct conquests of regions such as Italy and Germany, but also through a trade ban known as the</i></li> </ul>	<p><b>Examples that successfully support an argument with evidence:</b></p> <ul style="list-style-type: none"> <li><i>“After 1789, a new dimension was added to international politics, as France sought to export its revolutionary ideas through conquest and intimidation.”</i> [Uses evidence to support an argument about the importance of ideology in international relations in the period]</li> <li><i>“During the Revolutionary and Napoleonic periods, conflicts became more nationalistic, as can be seen in the Spanish and Russian resistance to French invasion.”</i> [Uses evidence to support an argument about the importance of nationalism in international relations in the period]</li> <li><i>“The revolutionary enthusiasm of the French armies upset the old balance of power.”</i> [Uses evidence to support an argument about the importance of revolutionary ideas in international relations]</li> </ul>

		<i>Continental System.</i> ” [Mention of two different actions is credited as two distinct pieces of evidence]	
<b>Additional Notes:</b> <ul style="list-style-type: none"><li>• Typically, statements credited as evidence will be more specific than statements credited as contextualization.</li><li>• If a response has a multipart argument, then it can meet the threshold of two pieces of evidence by giving one example for one part of the argument and another example for a different part of the argument, but the total number of examples must still be at least two.</li></ul>			

Reporting Category	Scoring Criteria		
<p><b>Row D</b> <b>Analysis and Reasoning</b>  <b>[0-2 points]</b></p>	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Uses historical reasoning [e.g. comparison, causation, continuity and change] to frame or structure an argument that addresses the prompt.</p>	<p><b>2 points</b> Demonstrates a complex understanding of the historical development that is the focus of the prompt through sophisticated argumentation and/or effective use of evidence.</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>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>“Monarchs of countries invaded by Napoleon appealed to nationalist ideas to rally resistance.”</i></li> </ul>	<p><b>Responses that earn 1 point:</b></p> <ul style="list-style-type: none"> <li>Must demonstrate the use of historical reasoning to frame or structure an argument about changes in international relations within Europe during the period 1789 to 1815.. The reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking specificity, imbalanced, or the evidence may be overly general or lacking specificity.</li> </ul> <p><b>Using a historical reasoning process to frame or structure an argument could include:</b></p> <ul style="list-style-type: none"> <li>Using change and continuity over time to explain differences in international relations at different times within the period 1789 to 1815.</li> <li>Structuring an argument thematically to explain political and military changes that affected international relations in the period 1789 to 1815.</li> <li>Using comparative reasoning to explain similarities and differences in various countries’ foreign policy agendas.</li> </ul> <p><b>Example of acceptable use of historical reasoning:</b></p> <ul style="list-style-type: none"> <li><i>“People outside of France were inspired by French revolutionary ideas, such as liberalism, which were</i></li> </ul>	<p><b>Responses that earn 2 points:</b></p> <p>May demonstrate a complex understanding through sophisticated argumentation that is relevant to the prompt. This may be done in a variety of ways, such as:</p> <ul style="list-style-type: none"> <li>Explaining multiple themes or perspectives to explore complexity or nuance; OR</li> <li>Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR</li> <li>Explaining both cause and effect, both similarity and difference, or both continuity and change; OR</li> <li>Explaining relevant and insightful connections within and across periods or geographical areas. These connections should clearly relate to an argument that responds to the prompt.</li> </ul> <p>May demonstrate a complex understanding through effective use of evidence relevant to an argument that addresses the prompt. This may be done in a variety of ways that might include:</p> <ul style="list-style-type: none"> <li>Explaining how multiple pieces of specific and relevant evidence [at least <b>four</b>] support a nuanced or complex argument that responds to the prompt; OR</li> <li>Using evidence effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt.</li> </ul> <p><b>Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided:</b></p> <ul style="list-style-type: none"> <li>Explaining important continuities in international relations [such as Britain’s continued interest in overseas expansion] as well as significant changes in international relations.</li> <li>Explains how multiple factors, such as economic interests, ideological changes, and geopolitical calculations, contributed to changes in international relations in the period. [Explaining multiple themes or perspectives to explore complexity or nuance]</li> <li>Evaluating whether the changes to international relations were or were not more significant than the continuities. [Explaining both continuity and change]</li> <li>Considering the relative significance of more than one possible change before ultimately arguing in favor of one. [Using evidence effectively</li> </ul>

		<p><i>spread by French armies.”</i> [This statement would need to be followed with at least a minimal elaboration of this reasoning]</p> <ul style="list-style-type: none"> <li>• <i>“Throughout the period, French aggression tended to unite other European powers in opposition..”</i> [This statement would need to be followed up with at least a minimal elaboration of this reasoning]</li> </ul>	<p>to demonstrate a sophisticated understanding of different perspectives relevant to the prompt]</p>
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• To earn the first point for analysis and reasoning, the response must use historical reasoning to structure a response to the prompt, although the reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking in specificity.</li> <li>• This complex understanding must be part of the argument and may be demonstrated in any part of the response.</li> <li>• While it is not necessary for this complex understanding to be woven throughout the response, it must be more than merely a phrase or reference.</li> </ul>			

Important: Completely fill in the circle that corresponds to the question you are answering on this page.

Mandatory  
Question 1



Question 2



Choose one  
Question 3



A-1  
Question 4



Begin your response to each question at the top of a new page. Do not skip lines.

Europe in the ages of 1784-1815 saw a major change in international global relations and a disruption to the balance of power on the continent, ~~leading~~ due to the Napoleonic Era. Leading up to the Napoleonic Era however, ~~was~~ was a French Revolution that changed their country dynamics but caused significant upheal. Additionally leading up to this era, Europe fought many wars that wanted to prevent one power from becoming too powerful, such as the War of Spanish Succession that prevented France from occupying two monarchies, and thus establishing Britain as the international power, not France anymore. Thus, ~~the~~ the most significant change in international relations within Europe during the period of 1784-1815 was the Reign of Napoleon, as he forever altered international relations on the continent due to his major territorial conquests, continental system, and just his desire to upset international relations by making France the dominant power, all disrupting international balance of power.

First, the Napoleonic Era changed international relations because he wanted to make France the most powerful country on the continent. He did this by territorial gain at first, invading numerous ~~countries~~ places across Europe to add to his empire. For example, one of Napoleon's conquests was in the German era as he ~~fight~~ won a battle and thus got many of the independent German states to collectively form the Rhine Confederation to help grow his empire. This thus dissolved the Holy Roman Empire and ~~dis~~ disrupted international relationships due to the ~~upset~~ power imbalance.

Second, ~~the~~ the Napoleonic Era ~~disrupted~~ <sup>changed</sup> international relationships significantly due to his continental system. Napoleon established that

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Use a pen with black or dark blue ink only. Do NOT write your name. Do NOT write outside the box.

● Important: Completely fill in the circle that corresponds to the question you are answering on this page.

Mandatory  
Question 1

Question 2

Choose one  
Question 3

Question 4

Begin your response to each question at the top of a new page. Do not skip lines.

system and got the alliance of powerful Russian Tsar Alexander in order to ~~become the~~ unite all of Europe into one giant empire under his rule. The continental system's goal was to starve Britain, because at the time Britain was the largest international power on the European continent. He used this system to disrupt international relations by forbidding any country to engage in trade or any sort of economic relations with Britain. Ultimately, Napoleon's system failed and thus contributed to even more change within international relations because no country could sustain themselves without British trade, thus proving Britain's dominance in international relationships yet again.

Lastly, another reason of the Napoleonic era changing international relations in Europe was that his disruption had caused Europe so much harm, that a conservative Congress of Vienna was established to create an international alliance in order to prevent future Napoleons from upsetting the balance of power on the continent by stating all countries must come to the aid of others in case of more upheaval.

A very similar international relationship change in Europe to the Napoleonic reign was WWI. Both of these events significantly disrupted the international power balance of relationships because both eras were characterized by one country wanting to become too powerful, then alliances of other countries hopping in to the war ~~in~~ in order to create peaceful international relations. During Napoleon era, France was becoming far too powerful through territorial expansions and conquests, while during WWI Germany was recently unified and doing the same. During both eras, Britain jumped in to ensure France was not becoming too powerful, and that

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Important: Completely fill in the circle that corresponds to the question you are answering on this page.

Mandatory  
Question 1

Question 2

Choose one  
Question 3

A-3  
Question 4

Begin your response to each question at the top of a new page. Do not skip lines.

Germany was not becoming too powerful. Both instances, Britain used their naval blockade and help of other countries to help balance out the country and restore peaceful international relationships where no power was dominating and changing relations.

Page 8

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0078297





● **Important:** Completely fill in the circle that corresponds to the question you are answering on this page.

Mandatory  
Question 1

Question 2

Choose one  
Question 3

Question 4

Begin your response to each question at the top of a new page. Do not skip lines.

After the Napoleonic wars, Europe was in shambles. Napoleon's conquering of 51 nations across the continent and wars left destruction in his wake. As a result, European powers needed to come together to prevent extreme nationalism and revolutions from ruining Europe again. ~~As a result~~ Due to this need for collaboration, the most significant change in international relations was the collaboration ~~and communication~~ because of the Congress of Vienna and the effects of Napoleon Bonaparte's reign.

Napoleon rose to power after the French Revolution. He seized control by creating the Consulate, from which he became and made himself emperor. As he conquered Europe, his army spread revolutionary sentiment, particularly to central and Eastern Europe. At the time, most of Europe was conservative so this was surprising. International relations improved significantly as these nations worked together to clean up the mess Napoleon created. This can be seen in the alliance of Russia, Prussia, Austria, and Britain against France to suppress Napoleon. This can also be seen in the mutual, <sup>coordinated</sup> decision to restore a monarchy in France ~~to re-establish~~ conservatism. They <sup>collaborated</sup> ~~worked~~ together to defeat a common enemy.

The Congress of Vienna also improved international relations <sup>via collaboration</sup> as nations came together to determine Europe's future. Members focused on creating a balance of power and restoring conservatism, both of which required collaboration. They punished ~~focused on punishing~~ France and <sup>restored</sup> ~~restoring~~ the monarchy.

Page 5

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0031033



Important: Completely fill in the circle that corresponds to the question you are answering on this page.

Mandatory  
Question 1



Question 2



Choose one  
Question 3



B-2  
Question 4



Begin your response to each question at the top of a new page. Do not skip lines.

→ Most noteworthy, however, was the agreement to never let one nation become too powerful, such as what happened in the French Revolution and Napoleonic wars. As a result of conflict and working to resolve it, international relations improved due to collaboration.

Under Metternich, these nations worked together to achieve their common goal of ~~restoring~~.

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**Important:** Completely fill in the circle that corresponds to the question you are answering on this page.

Mandatory  
Question 1



Question 2



Choose one

Question 3



Question 4



Begin your response to each question at the top of a new page. Do not skip lines.

There was much change in Europe throughout the period 1789-1815. Leading up to 1789 most countries had monarchs. These monarchs exercised divine right in countries like England and France. This all started to change in 1789 with the French Revolution. While foreign relations changed greatly in Europe because of the French Revolution and Napoleon Bonaparte. It also changed greatly because of ~~the French Revolution~~ <sup>the spread for revolutionary ideas</sup>. The French revolution being incredibly significant.

The French revolution caused significant change in foreign relations. In France they started the revolution with little idea of how they were going to run the country. This drove France into much chaos. With France in chaos many countries didn't like how they were running. These countries also didn't like France's revolution as it could spread ideas to their people. This led many countries to declare war on France while they were having their revolution. This was a drastic change in foreign relations at the time. Another major reason for tense foreign relations was Napoleon.

Napoleon caused many issues with foreign relations. These issues went with already existing issues from the revolution. Napoleon took over France and became emperor to bring it out of chaos. Many countries did not like Napoleon and many wars happened because of this hate. Napoleon during this time became incredibly powerful and took over almost all of Europe because of his military genius. This caused even worse foreign relations as allies were formed and broken. Napoleon caused lots of chaos in Europe

Page 5

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0076294

Important: Completely fill in the circle that corresponds to the question you are answering on this page.

Mandatory  
Question 1

Question 2

Choose one  
Question 3

C-2  
Question 4

Begin your response to each question at the top of a new page. Do not skip lines.

with his need to continue conquering, Napoleon was a major cause in the chaos that ensued in Europe in this period. Napoleon led to war in Europe and to something else significant to countries in Europe.

The fear of the spread of revolutionary ideals also affected foreign relations in this time period. With Napoleon conquering so much of Europe the French ideas of revolution spread to more and more of Europe. This made leaders fear for takeover by its own people even after the defeat of Napoleon. This all led to even greater dispute between the countries in Europe. The fear of revolution might have been more powerful than anything else. These factors all led to significant change in foreign relations at the time.

Foreign relations changed greatly in Europe because of the French revolution and Napoleons wars. It however also changed greatly because of the fear of spreading revolutionary ideas.

● **Important:** Completely fill in the circle that corresponds to the question you are answering on this page.

Mandatory  
Question 1

Question 2

Choose one  
Question 3

D-1  
Question 4

Begin your response to each question at the top of a new page. Do not skip lines.

~~The aftermath of the French Revolution that began in 1789 replaced restored a monarch an emperor to the French~~

In 1789, the Liberal phase of the French Revolution began to take hold, as the National Assembly began to create new documents and attempted to abolish the social hierarchy in France, establish rights for all citizens, and establish a republic. This process turned radical a few years later, consisting of a Committee of Public Safety ~~that~~ led by Robespierre that ended up executing the French monarch, Charles I. France was left in shambles as it scrambled to create a new government, and ~~Napoleon~~ ~~stepped~~ this was ~~when~~ when Napoleon stepped in as a military general to help put things back in order. Once in power in France, Napoleon declared himself Emperor and developed a plan to expand France and his increasingly enlightened ideas across Europe. The most significant change regarding international relations in Europe during the 1789 to 1815 period was Napoleon's rise ~~to~~ as an influence through his Napoleonic Code to countries all over Europe as he replaced leaders with his own family members, implementing his enlightenment values internationally where they had not been present.

Page 5

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0056022

Important: Completely fill in the circle that corresponds to the question you are answering on this page.

Mandatory  
Question 1

Question 2

Choose one  
Question 3

Question 4

E-1

Begin your response to each question at the top of a new page. Do not skip lines.

The most significant change with international relations in Europe between 1789 to 1815 was the French Revolution, because of the imperialistic mindset of Napoleon, ~~which~~ leading to tensions between powerful European nations.

Napoleon's ~~invasion~~ invasion of Russia was arguably one of his biggest mistakes. This was towards the end of his "conquest of the world", and at this point, was getting too greedy. Napoleon initially invaded Russia during the fall in hopes he would defeat them quickly. That wasn't the case. The French were eventually hit by the Russian winter, which completely depleted their supplies. Napoleon was eventually forced to retreat after losing over 90% of his army. Because this was towards the end of his reign, Russia didn't take full action against him, but this caused tensions to rise between France & Russia.

His second mistake, the battle at Gibraltar. The French had one of the greatest Navies out of the powerful European nations; nevertheless, decided to fight the British Navy, one, if not the, strongest Navy in the world. This was fought in the Mediterranean near the Iberian Peninsula. The British quickly demolished the French Navy, again, showing Napoleon's greed for conquest.

Lastly, the battle of Waterloo, his final defeat.

Napoleon was originally exiled to a small island off the west coast of Italy as a punishment for his imperialistic actions. Despite his seclusion, he managed to escape and return as France's leader. Napoleon aimed at one last step towards his goal, but this was put to an end <sup>during</sup> ~~at~~ Waterloo.

Page 4

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● **Important:** Completely fill in the circle that corresponds to the question you are answering on this page.

Mandatory  
**Question 1**

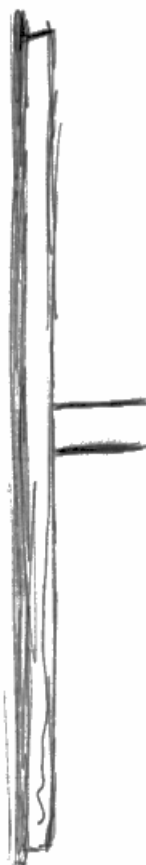
**Question 2**

Choose one  
**Question 3**

**Question 4**

Begin your response to each question at the top of a new page. Do not skip lines.

He was then exiled, once again, to an island near Madagascar.



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0071720



### Long Essay Question 3

**Sample: 3A**

**Thesis Score: 1**

**Contextualization Score: 1**

**Evidence Score: 2**

**Analysis and Reasoning Score: 2**

**Total Score: 6**

**A. Thesis/Claim (0–1 points): 1**

The response earned 1 point for thesis. The final sentence of the first paragraph enumerates multiple ways in which Napoleon changed international relations in Europe during this period, including his wars of conquest and the Continental System.

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

The response earned 1 point for contextualization in the opening paragraph through a discussion of international relations and the balance of power earlier in the 1700s.

**C. Evidence (0–2 points): 2**

**Providing Specific Examples of Evidence**

The response earned 1 point for providing specific examples of evidence, including Napoleon’s conquest of the German States and the formation of the Confederation of the Rhine, the Continental System, and the Congress of Vienna.

**Using Evidence in Support of a Relevant Argument**

The response earned 1 point for using specific pieces of evidence to support an argument in response to the prompt. The response uses Napoleon’s conquest of the German Lands and the formation of the Confederation of the Rhine as well as the Continental System to support an argument about Napoleon’s ambitions to dominate Europe. The response uses the failure of the Continental System to support an argument about the continued economic dominance of Britain. The response uses the Congress of Vienna to support an argument about the conservative backlash to Napoleon.

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

**Using Historical Reasoning**

The response earned 1 point for using historical reasoning to structure an argument about how Napoleon’s ambitions, failures and ultimate defeat changed international relations in Europe in the period between 1789-1815.

**Demonstrating Complex Understanding**

The response earned 1 point for demonstrating a complex understanding. The response explains multiple changes and a continuity across this period. The response argues that Napoleon’s ambitions led to the destruction of older institutions, such as the Holy Roman Empire. The response also argues that Napoleon’s failure to subdue Britain and his ultimate military defeat were also important factors. According to the response, the failure of the Continental System demonstrated the continued importance of Britain to European trade, and the Congress of Vienna demonstrated how Napoleon’s “disruption had caused so much harm” that it inspired a conservative alliance. In the final paragraph, the response contains a



relevant and insightful connection between the role of Britain to restore the balance of power after French and German aggression during the Napoleonic Era and WWI respectively. These connections would also have been sufficient to earn the point for demonstrating a complex understanding.

**Sample: 3B**

**Thesis Score: 1**

**Contextualization Score: 1**

**Evidence Score: 2**

**Analysis and Reasoning Score: 1**

**Total Score: 5**

**A. Thesis/Claim (0–1 points): 1**

The response earned 1 point for thesis. The claim that “collaboration because of the Congress of Vienna and the effects of Napoleon Bonaparte’s reign” was the most significant change in international relations between 1789 and 1815 responds to the prompt with a historically defensible claim that establishes a line of reasoning.

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

The response earned 1 point for contextualization for a discussion of Napoleon’s rise to power in the second paragraph.

**C. Evidence (0–2 points): 2**

**Providing Specific Examples of Evidence**

The response earned 1 point for providing specific examples of evidence. The response discusses the spread of revolutionary ideas in Central and Eastern Europe, the alliances that ultimately defeated Napoleon and the Congress of Vienna.

**Using Evidence in Support of a Relevant Argument**

The response earned 1 point for using specific pieces of evidence to support an argument in response to the prompt. The response uses the alliance against Napoleon and the Congress of Vienna to support an argument about nations “work[ing] together to clean up the mess Napoleon created.”

**D. Analysis and Reasoning (0–2 points): 1**

**Using Historical Reasoning**

The response earned 1 point for using historical reasoning to structure an argument about how the coordinated international response to Napoleon was the most significant change in international relations in the period 1789-1815.

**Demonstrating Complex Understanding**

The response did not earn the point for demonstrating a complex understanding. While the response notes in the final paragraph that the leaders of other countries were motivated by both a desire to create a balance of power and to restore conservative rule, it does not sufficiently develop this insight through sophisticated argumentation or effective use of evidence.

**Sample: 3C**

**Thesis Score: 1**

**Contextualization Score: 1**

**Evidence Score: 0**

**Analysis and Reasoning Score: 1**

**Total Score: 3**

**A. Thesis/Claim (0–1 points): 1**

The response earned 1 point for thesis. The claim in the first paragraph that international relations changed greatly during this period due to the “fear of revolutionary ideas” is sufficient to establish a line of reasoning and earn the point.

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

The response earned 1 point for contextualization. The discussion in the second paragraph about the chaos in revolutionary France is sufficient to earn the point.

**C. Evidence (0–2 points): 0**

**Providing Specific Examples of Evidence**

The response did not earn the point for providing specific examples of evidence. The response briefly makes several references to Napoleon’s biography including mentioning his military genius and the fact that he became emperor, but these are insufficiently specific to earn the point.

**Using Evidence in Support of a Relevant Argument**

The response did not earn the point for using specific pieces of evidence to support an argument in response to the prompt. The response does not use any specific evidence to support an argument in response to the prompt.

**D. Analysis and Reasoning (0–2 points): 1**

**Using Historical Reasoning**

The response earned 1 point for using historical reasoning to make an argument that the backlash generated in Europe towards both revolutionary ideas and Napoleon was the most significant change in international relations during the period from 1789-1815.

**Demonstrating Complex Understanding**

The response did not earn the point for demonstrating complex understanding because there was no explicit attempt within the response.

**Sample: 3D**

**Thesis Score: 1**

**Contextualization Score: 1**

**Evidence Score: 0**

**Analysis and Reasoning Score: 0**

**Total Score: 2**

**A. Thesis/Claim (0–1 points): 1**

The response earned 1 point for thesis. The claim at the end of the first paragraph that “Napoleon’s rise as an influence through the Napoleonic Code to countries all over Europe as he replaced leaders with his own family members, implementing his enlightenment values internationally where they had not been present” was the most significant change in international relations between 1789 and 1815 responds to the prompt with a historically defensible claim that establishes a line of reasoning.

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

The response earned 1 point for contextualization for a discussion of the French Revolution in the first paragraph.

**C. Evidence (0–2 points): 0**

**Providing Specific Examples of Evidence**

The response did not earn the point for providing specific examples of evidence. The only specific example of evidence that the response provides is the fact that Napoleon declared himself Emperor.

**Using Evidence in Support of a Relevant Argument**

The response did not earn the point for using specific pieces of evidence to support an argument in response to the prompt. The response does not use evidence to support a relevant argument.

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

**Using Historical Reasoning**

The response did not earn the point for historical reasoning. The response does not go beyond the thesis to use historical reasoning to frame or structure an argument that addresses the prompt.

**Demonstrating Complex Understanding**

The response did not earn the point for demonstrating complex understanding because there was no explicit attempt within the response.

**Sample: 3E**

**Thesis Score: 0**

**Contextualization Score: 0**

**Evidence Score: 1**

**Analysis and Reasoning Score: 0**

**Total Score: 1**

**A. Thesis/Claim (0–1 points): 0**

The response did not earn the point for thesis. The claim that Napoleon’s “imperialistic mindset” was the most significant change in international relations in the period 1789-1815 is vague and insufficient to establish a line of reasoning.

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

The response did not earn the point for contextualization. The response does not attempt to describe a broader historical context relevant to the prompt.

**C. Evidence (0–2 points): 1**

**Providing Specific Examples of Evidence**

The response earned 1 point for providing specific examples of evidence. The response discusses Napoleon’s invasion of Russia and the battle of Waterloo. The inaccurate references to the “battle of Gibraltar” did not count against the response.

**Using Evidence in Support of a Relevant Argument**

The response did not earn the point for using specific pieces of evidence to support an argument in response to the prompt. The response does not use the battles it discusses to support an argument in response to the prompt.

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

**Using Historical Reasoning**

The response did not earn the point for historical reasoning. The response does not attempt to use historical reasoning to frame or structure an argument that addresses the prompt.

**Demonstrating Complex Understanding**

The response did not earn the point for demonstrating complex understanding because there was no explicit attempt within the response.

**Question 4: Long Essay Question, Changes in Postwar Economy****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 economic change in Europe during the period 1945 to 1989.

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></p> <ul style="list-style-type: none"> <li>• Provide a historically defensible thesis or claim about the most significant economic change in Europe during the period 1945 to 1989. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument.</li> </ul>
<p><b>Examples that do not earn this point:</b></p> <p><b>Provide a restatement of the prompt</b></p> <ul style="list-style-type: none"> <li>• <i>“Europe experienced economic change in the period 1945-1989.”</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>“Europe’s economy grew massively in the postwar period.”</i></li> </ul> <p><b>Are not historically defensible</b></p> <ul style="list-style-type: none"> <li>• <i>“Europe’s economy became more independent from the rest of the world’s in the period after the war.”</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>“Although the economies of Europe were completely devastated by the war, they began to recover through greater economic and political cooperation, leading to prolonged period of economic growth.”</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>“Postwar Europe experienced rapid economic growth but also an economic division between free market economies in Western Europe and the communist bloc system in Eastern Europe.”</i></li> </ul> <p><b>Establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li>• <i>“The most significant change in Europe’s economy was a recovery from the effects of the war.”</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	
<b>Row B</b> <b>Contextualization</b>	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Describes a broader historical context relevant to the prompt.
<b>[0-1 points]</b>	<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>Do not provide context relevant to the topic of the prompt</b></p> <ul style="list-style-type: none"> <li><i>“Wars are never good for the economy.”</i></li> </ul> <p><b>Provide a passing phrase or reference</b></p> <ul style="list-style-type: none"> <li><i>“Europe experienced economic growth after the war.”</i></li> </ul>	<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>Accurately describe a context relevant to economic changes in Europe during the period 1945 to 1989.</li> </ul> <p><b>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</b></p> <ul style="list-style-type: none"> <li>Economic consequences of the Great Depression/Second World War</li> <li>Political/ideological divisions in Europe at the end of the war</li> <li>Engagement of the United States in European affairs</li> <li>Economic challenge of communism / Soviet-style economic planning</li> <li>Demographic shifts as a result of the two World Wars</li> <li>Consumer-driven economies</li> <li>Technological developments affecting economic production</li> <li>Trade liberalization</li> <li>Economic effects of decolonization</li> <li>Gender changes in the workforce as a result of the wars</li> <li>Damage caused by the war to cities and industry</li> </ul> <p><b>Example of acceptable contextualization:</b></p> <ul style="list-style-type: none"> <li><i>“Europe emerged from the Second World war with two rival economic models.”</i></li> <li><i>“At the end of the war, Europe faced the task of rebuilding its economy.”</i> [Minimally acceptable contextualization]</li> </ul>
	<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>The response must describe broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question that are relevant to the topic of the prompt.</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 at least <b>two</b> pieces 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 at least <b>two</b> pieces of specific and relevant evidence.</p>
<b>Decision Rules and Scoring Notes</b>			



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 through sophisticated argumentation and/or effective use of evidence.</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>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 Oil Crisis of the 1970s put an end to the postwar economic boom.”</i> [Note that the phrases “put an end to” is not by itself sufficient to credit the</li> </ul>	<p><b>Responses that earn 1 point:</b></p> <ul style="list-style-type: none"> <li>Must demonstrate the use of historical reasoning to frame or structure an argument about economic change in Europe during the period 1945 to 1989. The reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking specificity.</li> </ul> <p><b>Using a historical reasoning process to frame or structure an argument could include:</b></p> <ul style="list-style-type: none"> <li>Using comparative reasoning to explain how Western Europe experienced greater economic growth under a more free-market system than did Eastern Europe under communism.</li> <li>Structuring an argument thematically to highlight social and political changes associated with economic growth or decline.</li> <li>Using change and continuity over time to recount how Europe experienced periods of growth and stagnation during the period from 1945 to 1989.</li> </ul> <p><b>Example of acceptable use of historical reasoning:</b></p>	<p><b>Responses that earn 2 points:</b></p> <p>May demonstrate a complex understanding through sophisticated argumentation that is relevant to the prompt. This may be done in a variety of ways, such as:</p> <ul style="list-style-type: none"> <li>Explaining multiple themes or perspectives to explore complexity or nuance; OR</li> <li>Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR</li> <li>Explaining both cause and effect, both similarity and difference, or both continuity and change; OR</li> <li>Explaining relevant and insightful connections within and across periods or geographical areas. These connections should clearly relate to an argument that responds to the prompt.</li> </ul> <p>May demonstrate a complex understanding through effective use of evidence relevant to an argument that addresses the prompt. This may be done in a variety of ways that might include:</p> <ul style="list-style-type: none"> <li>Explaining how multiple pieces of specific and relevant evidence [at least <b>four</b>] support a nuanced or complex argument that responds to the prompt; OR</li> <li>Using evidence effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt.</li> </ul> <p><b>Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided:</b></p> <ul style="list-style-type: none"> <li>Explaining how changes in Europe’s external economic relationships as well as changes in its internal economic structure both contributed to overall change. [Using evidence effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt]</li> <li>Evaluating which of two major economic changes—for instance, European economic integration or the failure of centrally planned economies—was ultimately more significant. [Explaining multiple themes or perspectives to explore complexity or nuance]</li> <li>Explaining how Europe’s economic relationships with the United States and formerly colonized areas both changed and remained the</li> </ul>

	<p>statement as an example of reasoning using CCOT]</p>	<ul style="list-style-type: none"> <li>• <i>“Communist economies overall did less well than free-market economies in the postwar period.”</i> [Indicates difference between European economies in the postwar period]</li> </ul>	<p>same in the wake of war and decolonization. [Explaining both continuity and change]</p> <ul style="list-style-type: none"> <li>• Considering the role of both the United States and the Soviet Union in driving economic change in Europe. [Using evidence effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt]</li> </ul>
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• To earn the first point for analysis and reasoning, the response must use historical reasoning to structure a response to the prompt, although the reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking in specificity.</li> <li>• This complex understanding must be part of the argument and may be demonstrated in any part of the response.</li> <li>• While it is not necessary for this complex understanding to be woven throughout the response, it must be more than merely a phrase or reference.</li> </ul>			

Important: Completely fill in the circle that corresponds to the question you are answering on this page.

Mandatory  
Question 1

Question 2

Choose one  
Question 3

Question 4

A-1

Begin your response to each question at the top of a new page. Do not skip lines.

Before the time period of 1945-1969, were many global events. These events were the 2 world wars, great depression and the formation of new states, economics, and ideologies like facism and Communism, leading to the economic state of Europe in 1945. The most significant change economically in Europe ~~and~~ during the period 1945-1969 was the large scale division between Communist economies of East Europe and the capitalist economies of west Europe.

During this ~~period~~ beginning of this period was ~~post~~ the end of World War One. Europe's economy was devastated and fragmented into 2 major sectors, ~~East~~ Communist East and Capitalist west. As the years passed on, Europe saw the economic differences of the Soviet bloc and ~~the~~ the western bloc. The western ~~block~~ bloc began to steadily recover economically with the aid of the USA's Marshal Plan. This allowed Western Europe to remain Capitalist and eventually gain economics better than their pre-war ones. With this increased wealth and industry, it continued to drive the ~~the~~ ~~gap~~ ~~in~~ ~~the~~ "Iron Curtain", coined by Winston Churchill, even wider.

The Soviet or Eastern Bloc consisted of Communist states that were puppet governments of the USSR. While the west prospered and flourished, the east only continued to get even poorer. The harsh economic principals Stalin's Communism resulted in the increased debt and decreased production and recovery of the post-war countries. For example, the USSR used the Gulag system to repair its and its satellites economies, but it did this slowly, no pay because of prisoners, and the cost of human lives. Another difference was the

Another difference and change was the consumer goods industries of

Page 4

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● Important: Completely fill in the circle that corresponds to the question you are answering on this page.

Mandatory  
Question 1

Question 2

Choose one  
Question 3

A-2  
Question 4

Begin your response to each question at the top of a new page. Do not skip lines.

Both sides. The capitalist west had prosperous Livillian economies for consumer goods, allowing for the people to own luxuries like vehicles, large homes, nicer and fresher foods and Telerisions. Meanwhile, the Soviet bloc put little to no effort into their consumer goods economies. People of these states did not own luxuries like cars and Televisions, most of them had small homes, and an impoverished ~~car~~ population due ~~to mass collectivization~~ to mass collectivization of their agricultural industry. Increasing the division and driving the significant economical change of Europe.

Even more, the types of professions were vastly different too. The west side of Europe experienced new profession as they ~~and ~~and~~ advanced~~ advanced economically and technologically. Some of these professions were no longer manufacturing based but were some of the first information, office, and communications jobs. On the other hand, ~~the~~ The Soviet bloc had harsh, low paying manufacturing jobs that had existed before this time period. They also lacked the ~~new~~ technological equipment the west had causing their economy to lag behind and be stuck in a bygone era.

Ultimately, the most significant change in the European Continent during ~~the~~ 1945 - 1989 was the widening split between the Capitalist economies of the west and Communist economies of the east.

Page 5

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0038332

**Important:** Completely fill in the circle that corresponds to the question you are answering on this page.

Mandatory  
Question 1



Question 2



Choose one  
Question 3



Question 4



Begin your response to each question at the top of a new page. Do not skip lines.

After the first world war there was a time of major economic downfall, called the great depression. This depression ~~had many~~ resulted from many things but majorly came from the fall of the powerful vienna bank, and the stock market crash. This left countries in turmoil with jobs being let-off everyday and people going hungry. The great depression ended at the same time world war 2 started. When the war ended, people were determined not to let another depression hit. The most significant economic change in Europe in the period 1945 - 1989 was the implementation of the United States Marshall Plan.

The Marshall Plan played an insane roll in post-war economics. The Marshall plan was developed by the United States and ~~was~~ gave money to western European nations. The Marshall plan was offered to Eastern Nations, but with the threat of Stalin hurting them, the nations were not allowed to receive it. The Marshall Plan brought on a time of economic prosperity. Countries could use the money to repair the disasters from the war, and fund their workers. By funding their workers they ~~are~~ were able to pay for consumeristic things which boosted the economy. It brought on a very consumer heavy time which gave most people in society access to money. Factory ~~people~~ owners could pay their workers as a result of

Page 2

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Important: Completely fill in the circle that corresponds to the question you are answering on this page.

Mandatory  
Question 1

Question 2

Choose one  
Question 3

Question 4

Begin your response to each question at the top of a new page. Do not skip lines.

the Marshall Plan. These workers could then use that money to pay for food and new goods such as cars or ~~the~~ televisions. Then it became a positive spiral that led to major economic stability for the western countries. The Marshall plan was ~~the~~ ~~of~~ the most significant factor to ~~the~~ post-war economic change in 1945-1989.

While the western bloc benefited majorly as a result of the Marshall Plan, the Eastern bloc was still struggling because of Stalin. The USSR was not as economically stable at the time and it slowed throughout its nations. After the war they were partially funded with 25% of the US, UK, and France Berlin section tax collections. Stalin set up COMECON which tried to mimic the results of the Marshall plan. When the US, UK, and France pulled out of their contributions, the Soviet Union faced a major economic downturn, ~~and eventually~~ ~~collapsed~~. If Stalin had let the Eastern countries use the Marshall plan, each country would have been more well off.

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● **Important:** Completely fill in the circle that corresponds to the question you are answering on this page.

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Question 1



Question 2



Choose one  
Question 3



Question 4

C-1



Begin your response to each question at the top of a new page. Do not skip lines.

The European economy between 1945 and 1989 witnessed a huge economic boom. Before then the economy was at its lowest because of World War Two. But individuals were able to recover and use the new technology from WW2 to their advantage. The mindset after the war was very optimistic and people were ready to live their best life.

World War Two was the most catastrophic thing to ever happen to the population of Earth. No wonder there was an economic boom after the war, as any economy would be better not having to face the war. Many individuals had an optimistic mindset after the war as they believed nothing as horrendous as that could ever happen again. One result of this was the Baby Boom, a soar in the population numbers.

Though the European economy was broken after the war. The western countries' alliance with the United States of America was helpful. The US president created "The Marshall plan" which gave the western European countries money to rebuild after WW2, which helped the rebuild of the countries greatly. As for the eastern European countries, they did not

Page 5

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0024426



Important: Completely fill in the circle that corresponds to the question you are answering on this page.

Mandatory  
Question 1



Question 2



Choose one  
Question 3



C-2  
Question 4



Begin your response to each question at the top of a new page. Do not skip lines.

get any help from the U.S as they were enemies of the U.S.

Another boost to the European economy was the new technology created, and the new science founded. One example of the technological advancements was the first rocket to the moons by the Russians, also the first computer was created. One of the greatest scientific minds that came out of this time was Albert Einstien, who changed the scientific world dramatically.

Overall, Europe experienced a drastic economic change during the period 1945-1989. The end of WW2 brought a new period of peace between the countries. And the Marshall plan only boosted the western European economy. Many great people came frome this time, as do many new technological advancements.



● Important: Completely fill in the circle that corresponds to the question you are answering on this page.

Mandatory  
Question 1

Question 2

Choose one  
Question 3

D-1  
Question 4

Begin your response to each question at the top of a new page. Do not skip lines.

1945 is when the second Great war, or World War 2 ended and was split between the USSR and eastern Europe and the western Europe which would later become ~~the~~ NATO. The USSR would take half of Europe and half of Germany and convert them to Communism while western Europe was capitalist. The end of World War 2 would start the cold war between USA and the USSR. The cold war would end in 1989 after the space race concluded. Europe would become split between Capitalist and Communist and would stay like that until the end of the cold war.

The most significant economic change in Europe between 1945 and 1989 is the rise and fall of communism.

Communism would rise as the USSR, the biggest European country, would take Austria, Hungary, eastern Germany, Turkey and more and begin the communist party. There would be no private property or private items under communism and you can't pay for food you would need to use food stamps. While they had no economic freedom, they had many industrial sites and manufactured the most in European countries. This is the most significant economic change in Europe because half of Europe took on communism and converted. While capitalism was growing in western ~~Europe~~ Europe, communism became a massive economic part of

Page 5

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0023776



**Important:** Completely fill in the circle that corresponds to the question you are answering on this page.

Mandatory  
**Question 1**



**Question 2**



Choose one  
**Question 3**



**D-2**  
**Question 4**



Begin your response to each question at the top of a new page. Do not skip lines.

Europe's White

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Important: Completely fill in the circle that corresponds to the question you are answering on this page.

Mandatory  
Question 1

Question 2

Choose one  
Question 3

E-1  
Question 4

Begin your response to each question at the top of a new page. Do not skip lines.

~~World War I~~ Prior to the period 1945 to 1989, the world under went World War I ~~and~~ and World War II. ~~These wars~~ These wars caused ~~mass~~ immense destruction and death ~~throughout~~ all throughout the war. They also increased ~~the~~ nationalism in many countries because the public had all been through a traumatic experience. However, ~~these~~ they also lead to a continued mistreatment of many countries because of the atrocities that they caused such as the Nazi treatment of Jews in the Holocaust.

The most significant economic change in Europe during the period 1945 to 1989 was the implementation of the Marshall plan after the cold war because it provided the Soviet Union with funds that they needed to recover from the cold war and World War II. ~~additionally~~ ~~however~~ However, it also left the Soviet Union in debt to the US.

The Marshall Plan caused economic change because it provided the Soviet Union with funds needed to recover from previous wars for example, ~~after the cold war, the USSR~~ during the cold war, the USSR ~~spent~~ spent more than they could in order to keep up with the United States. Therefore, the accumulated debt that they were unable to pay off. Additionally, the Soviets were still in the process of recovering from Stalin's economic policies these policies left many people unable to pay their taxes because he largely focused ~~the~~ taxes on the lower classes of people.

The Marshall plan also caused ~~economic~~ require economic change because it left the Soviet Union indebted to the United States. After the cold war, the ~~Soviet Union~~ Soviet Union and the United States agreed to avoid mutually assured destruction that the

Page 5

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0008639



**Important:** Completely fill in the circle that corresponds to the question you are answering on this page.

Mandatory  
Question 1



Question 2



Choose one  
Question 3



Question 4

E-2



Begin your response to each question at the top of a new page. Do not skip lines.

atomic bombs would cause. Therefore, the Marshall plan was intended to maintain peace between the two countries. However the Soviet Union was now indebted to the United States.

The most significant economic change in Europe during the period 1945 to 1989 was debt that the Soviet Union had accumulated throughout the World Wars and the Cold war.

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## Long Essay Question 4

**Sample: 4A**

**Thesis Score: 1**

**Contextualization Score: 1**

**Evidence Score: 2**

**Analysis and Reasoning Score: 2**

**Total Score: 6**

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

The response earned 1 point for thesis by claiming in the first paragraph that the most significant economic change in Europe during the period of 1945 to 1989 was the division into communist and capitalist economic spheres.

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

The response earned 1 point for contextualization. In the first paragraph, it discusses major events of the early twentieth century and the state of Europe in 1945.

### **C. Evidence (0-2 points): 2**

#### **Providing Specific Examples of Evidence**

The response earned 1 point for evidence because it provides at least two specific and relevant pieces of evidence (Marshall Plan in paragraph two; Stalin's harsh economic principles in paragraph three; consumer goods and luxuries in paragraph four; and the switch in Western countries to fewer manufacturing jobs in paragraph five).

#### **Using Specific Evidence in Support of a Relevant Argument**

The response earned 1 point for using evidence to support an argument by using multiple pieces of relevant evidence to explain the difference in economic systems in Eastern and Western Europe.

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

#### **Using Historical Reasoning**

The response earned 1 point for using historical reasoning by constructing a comparative argument. In paragraph four, the response contrasts the consumer goods industries in both Eastern and Western Europe.

#### **Demonstrating Complex Understanding**

The response earned 1 point for demonstrating complex understanding through the use of specific and relevant evidence. The response utilized four pieces of evidence to support the argument effectively (Marshall Plan in paragraph two; Stalin's harsh economic principles in paragraph three; consumer goods and luxuries in paragraph four; and the switch in Western countries to fewer manufacturing jobs in paragraph five).

**Sample: 4B**

**Thesis Score: 1**

**Contextualization Score: 1**

**Evidence Score: 2**

**Analysis and Reasoning Score: 1**

**Total Score: 5**

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

The response earned 1 point for thesis by claiming in the first paragraph that "the implementation of the United States Marshall Plan" was the most significant economic change in Europe during the period of 1945 to 1989.

**B. Contextualization (0-1 points): 1**

The response earned 1 point for contextualization. In the first paragraph, it discusses the context of economic depression in the early twentieth century and the desire to not let it happen again.

**C. Evidence (0-2 points): 2**

**Providing Specific Examples of Evidence**

The response earned 1 point for evidence because it provides at least two specific and relevant pieces of evidence (Marshall Plan in paragraph two and Comecon in paragraph three).

**Using Specific Evidence in Support of a Relevant Argument**

The response earned 1 point for using evidence to support an argument by using multiple pieces of relevant evidence to explain various aspects of the Marshall Plan (paying workers and driving consumerism) in paragraph two.

**D. Analysis and Reasoning (0-2 points): 1**

**Using Historical Reasoning**

The response earned 1 point for using historical reasoning by constructing a comparative argument. In paragraph three, it compares the benefits of implementing the Marshall Plan and the effects of not allowing states to accept it in Eastern countries.

**Demonstrating Complex Understanding**

The response did not earn the point for demonstrating complex understanding because there was no explicit attempt within the response.

**Sample: 4C**

**Thesis Score: 0**

**Contextualization Score: 1**

**Evidence Score: 1**

**Analysis and Reasoning Score: 1**

**Total Score: 3**

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

The response did not earn the point for thesis as there is no attempt to provide one.

**B. Contextualization (0-1 points): 1**

The response earned 1 point for contextualization. In the first paragraph, it discusses the condition of Europe in the aftermath of the Second World War.

**C. Evidence (0-2 points): 1**

**Providing Specific Examples of Evidence**

The response earned 1 point for evidence because it provided at least two specific and relevant pieces of evidence. In paragraph two, the response correctly identifies the Baby Boom as one piece of evidence. In paragraph three, the response correctly identifies that the Marshall Plan "helped the rebuild after WW2".

**Using Specific Evidence in Support of an Argument**

The response did not earn the point for using specific evidence in support of an argument because it does not provide enough evidence to connect to an argument.

**D: Analysis and Reasoning (0-2 points): 1**

**Using Historical Reasoning**

The response earned 1 point for using historical reasoning by structuring a comparative argument. At the end of paragraph three, the response compares the recovery of Western vs Eastern Europe.

**Demonstrating Complex Understanding**

The response did not earn the point for demonstrating complex understanding because there was no explicit attempt within the response.

**Sample: 4D**

**Thesis Score: 1**

**Contextualization Score: 1**

**Evidence Score: 0**

**Analysis and Reasoning Score: 0**

**Total Score: 2**

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

The response earned 1 point for thesis by claiming at the end of the first paragraph that "the rise and fall of communism" was the most significant economic change in the Europe from 1945 to 1989.

**B. Contextualization (0-1 points): 1**

The response earned 1 point for contextualization. In the first paragraph, it discusses the political divisions in Europe following the Second World War.

**C. Evidence (0-2 points): 0**

**Providing Specific Examples of Evidence**

The response did not earn the point for evidence because it did not provide at least two specific and relevant pieces of evidence that are factually correct.

**Using Specific Evidence in Support of an Argument**

The response did not earn the point for using evidence to support an argument, as there was only one piece of evidence used to explain the communist system.

**D: Analysis and Reasoning (0-2 points): 0**

**Using Historical Reasoning**

The response did not earn the point for historical reasoning because it did not use historical reasoning through comparison, causation, or CCOT to frame or structure its argument.

**Demonstrating Complex Understanding**

The response did not earn the point for demonstrating complex understanding because there was no explicit attempt within the response.



**Sample: 4E**

**Thesis Score: 0**

**Contextualization Score: 1**

**Evidence Score: 0**

**Analysis and Reasoning Score: 0**

**Total Score: 1**

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

The response did not earn the point for thesis because while it attempted to write a thesis at the beginning of paragraph two, the argument about the Marshall Plan supporting the Soviet Union is historically incorrect.

**B. Contextualization (0-1 points): 1**

The response earned 1 point for contextualization. In the first paragraph, it discusses the two World Wars and the devastation brought to European countries.

**C. Evidence (0-2 points): 0**

**Providing Specific Examples of Evidence**

The response did not earn the point for evidence because it did not provide at least two specific and relevant pieces of evidence. There is an attempt at providing evidence of the Marshall Plan's benefits to the Soviet Union, but these statements are incorrect.

**Using Specific Evidence in Support of an Argument**

The response did not earn the point for using evidence to support an argument because it does not provide enough evidence to connect to an argument.

**D: Analysis and Reasoning (0-2 points): 0**

**Using Historical Reasoning**

The response did not earn the point for historical reasoning because it did not use historical reasoning through to frame or structure its argument.

**Demonstrating Complex Understanding**

The response did not earn the point for demonstrating complex understanding because there was no explicit attempt within the response.