



Scoring Guidelines

Part B: Short-Answer Question with Secondary Source

1. Use the passage below to answer all parts of the question that follows.

“Having questioned Sidotti,* I understand that Christians teach that their God produced heaven and earth and make him out to be the Great Lord and Father. This God of theirs, they say, cannot be served without giving him all of one’s love and all of one’s reverence. What these Christians are in effect saying is this: I have a [real] father, but I do not love him because I reserve all my love for God; I have a [real] lord, but I don’t revere him because I reserve all my reverence for God. Now this is what we call being impious and disloyal! According to the *Book of Rites*, it is the emperor, the Son of Heaven, who should be worshiping God, the Lord of Heaven. It is not a duty that is given to ordinary people. And that is in order to prevent the blurring of the line between the exalted and the base. Thus, the sovereign is Heaven to the subjects just as the father is Heaven to the child.”

*Giovanni Battista Sidotti was an Italian priest who had entered Japan in 1708, in violation of the Japanese government’s prohibition on Christian missionary activities.

Arai Hakuseki, Japanese scholar and adviser to the Tokugawa shogun, report, circa 1720

- (A) Describe ONE way in which Hakuseki’s argument was influenced by long-standing Asian cultural traditions.
- (B) Explain ONE way in which the religious encounter referred to in the passage differed from most other religious encounters in the period circa 1450–1750.
- (C) Explain ONE historical situation in the period 1450–1750, other than the one illustrated in the passage, in which states in Asia or Africa adopted policies to limit European political power or cultural influence.

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timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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

Scoring Guidelines for Part B: Short-Answer Question with Secondary Source

3 points

Learning Objectives: **Unit 1, Learning Objective B** **Unit 4, Learning Objective E** **Unit 4, Learning Objective K**
Unit 4, Learning Objective M

(a) Describe one way in which Hakuseki's argument was influenced by long-standing Asian cultural traditions. **1 point**

2.A

Examples that earn this point include the following:

- Hakuseki's argument was influenced by Confucianism.
- Hakuseki's argument that sovereign is Heaven to the subjects and the father is Heaven to the child was influenced by Confucian beliefs.
- Hakuseki's argument that only the emperor is supposed to serve the Lord of Heaven reflects the beliefs of Confucianism.

(b) Explain one way in which the religious encounter referred to in the passage differed from most other religious encounters in the period circa 1450–1750. **1 point**

5.B

Examples that earn this point include the following:

- One important difference is that most Christian missionaries and Muslim Sufis traveled across the world and spread their religion without being banned by other governments.
- One important difference between the circumstances of the religious encounter in eighteenth-century Japan and other religious encounters in the period 1450–1750 is that religious interactions in this period more frequently led to the development of syncretic belief systems such as Vodou or Santería than the outright banning of the preaching of a religion.
- One important difference between the Tokugawa shogunate banning the preaching of Christianity and most other religious interactions in the period 1450–1750 is that some governments, such as the Mughal Empire under Akbar, encouraged religious tolerance and interaction.

(c) Explain one historical situation in the period 1450–1750, other than the one illustrated in the passage, in which states in Asia or Africa adopted policies to limit European political power or cultural influence. **1 point**

5.B

Examples that earn this point include the following:

- The Mughal emperors of India and the African kings of Kongo attempted to restrict European merchants to certain towns and trading posts.
- The Ming and Qing emperors of China confined the Portuguese merchants to Macao and placed legal restrictions on converting to Christianity.
- Although the Safavid Empire allowed European merchants to settle in some cities and even serve as advisors at court, preaching Christianity was strictly forbidden.

Total for Part B (Question 1) 3 points

Document-Based Question

1. Evaluate the extent to which the experience of the First World War changed relationships between Europeans and colonized peoples.

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 six 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 three documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

Document 1

Source: John Chilembwe, native of British Nyasaland (present-day Malawi) and ordained Baptist minister, letter sent to the *Nyasaland Times*,* November 1914.

We have been invited to shed our innocent blood in this world war which is now in progress. In the past, it was said indirectly that Africa had nothing to do with the civilized world. But now we find that the poor African has already been plunged into the great war. The masses of our people are ready to put on uniforms, ignorant of what they have to face or why they have to face it. We natives have been loyal since the commencement of this [British] Government, and in all departments of Nyasaland the welfare of the British would have been incomplete without our loyalty. But in time of peace the Government failed to help the underdog. In time of peace everything was for Europeans only. But in time of war it has been found that we are needed to share hardships and shed our blood in equality. The poor Africans who have nothing to win in this present world are invited to die for a cause which is not theirs.

*The letter was published but later retracted by the newspaper's British editors, and the entire issue was subsequently withdrawn from circulation and destroyed by the Nyasaland colonial government.

Document 2

Source: Kalyan Mukerji, Indian officer in the British Indian army that was fighting against the Ottoman army in Iraq, letter to a friend in India, October 1915. The letter was intercepted by British mail censors and was not delivered.

England is the educator. The patriotism that the English have taught us, the patriotism that all civilized nations have celebrated—that patriotism is responsible for all this bloodshed. We see now that all that patriotism means is snatching away another man's country. To show patriotism, nationalism, by killing thousands and thousands of people all to snatch away a bit of land, well it's the English who have taught us this.

The youths of our country, seeing this, have started to practice this brutal form of nationalism. Therefore, killing a number of people, throwing bombs—they have started doing these horrific things. Shame on patriotism. As long as this narrow-mindedness continues, bloodshed in the name of patriotism will not cease. Whether a man throws a bomb from the roof-top or whether fifty men, under orders from their officer, start firing from a cannon-gun at the front line—the cause of this bloodshed, this madness, is the same.

Document 3

Source: French postcard, showing colonial troops in France and French civilians, 1915. The text of the card says: “Our Black troops in the Great War 1914–1915 [say]: ‘What are we doing here?! . . . We came to kill savages*. . . the German ones!’”



Keystone-France/Contributor

*a reference to the fact that German wartime propaganda often depicted colonial troops in the French and British armies as savages

Document 4

Source: Behari Lal, Indian soldier in the British Indian army on the Western Front, letter to his family, November 1917. The letter was intercepted by British mail censors and was not delivered.

There is no likelihood of our getting rest during the winter. I am sure German prisoners would not be worse off in any way than we are. I had to go three nights without sleep, as I was on a truck, and the Europeans on the truck did not like to sleep next to me because I am an Indian. I am sorry the hatred between Europeans and Indians is increasing instead of decreasing, and I am sure the fault is not with the Indians. I am sorry to write this, which is not a hundredth part of what is in mind, but this increasing hatred and continued ill-treatment has compelled me to give you a hint.

Document 5

Source: Popular Egyptian protest song sung during the Egyptian revolt of 1919 against the British occupation of Egypt. The revolt led to Great Britain's recognition of Egypt's nominal independence in 1922.

Laborers and soldiers were forced to travel, leaving their land
They headed to the battlefields and the trenches!
And now the British blame us for revolting?
Behold the calamities you have caused! Had it not been for our laborers,
You and your troops would have been helpless in the desert sand!
Oh, you who are in authority, why didn't you go all alone to the Dardanelles?*

Oh Maxwell** now you feel the hardships, how does it feel?
The Egyptian is resilient; and now he is willing and able and can do anything.
His achievements are worthy of praise, and he will do his all to gain a constitution.
We are the sons of Pharaohs, which no one can dispute. . . .

*The Dardanelles, a narrow strait of water in northwest Turkey, was the site of the famous 1915–1916 Gallipoli campaign. During the campaign, Allied forces attacked the Ottoman Empire and were defeated.

**British commander in Egypt in 1915

Document 6

Source: Hubert Reid, Jamaican veteran of a West Indian regiment in the British Army and leader of a labor union formed to defend the rights of Jamaican war veterans, petition to the British colonial government, 1935.

It has taken 17 years of countless petitions, marching through the streets of Kingston,* as well as agitations before we were given worthless lands in some of the most remote parts of the island without even a well-needed five-pound bill to assist us in making a shabby shelter, much less in trying to cultivate the place for an existence. In some cases, not even wild birds would care to inhabit the worthless lands that we were given. Not even an inch is suitable for cultivation, and as far as roads are concerned, the inaccessibility of the places renders that impossible.

*the Jamaican capital

Document 7

Source: Nar Diouf, African veteran of a West African regiment in the French army, interview for an oral history project, 1982.

My experience in the war gave me many lasting things. I demonstrated my dignity and courage, and I won the respect of my people and the [French colonial] government. In the years immediately after the war, whenever the people of my village had something to contest with the French—and they didn't dare do it themselves because they were afraid—I would go and take care of it for them. And many times when people had problems with the government, I would go with my war decorations and arrange the situation for them. Because whenever the French saw your decorations, they knew that they are dealing with a very important person. So I gained this ability—to obtain justice over the Europeans—from the war.

For example, one day a French military doctor was in our village, and there was a small boy who was blind. The boy was walking, but he couldn't see and he bumped into the Frenchman. And the Frenchman turned and pushed the boy down on the ground. And when I saw this, I came and said to the Frenchman: "Why did you push the boy? Can't you see that he is blind?" And he looked at me and said: "Oh, pardon, pardon. I did not know. I will never do it again, excuse me!" But before the war, it would not have been possible for me to interact like that with a European, no matter what he had done.

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 reasoning processes described below.

Scoring Guidelines for Document-Based Question

7 points

Learning Objectives: **Unit 7, Learning Objective B** **Unit 7, Learning Objective C** **Unit 7, Learning Objective E** **Unit 7, Learning Objective F** **Unit 7, Learning Objective G**

Reporting Category	Scoring Criteria	
<p>Row A</p> <p>Thesis/Claim (0-1 points)</p> <p>6.A</p>	<p>0 points</p>	<p>1 point</p> <p>Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning</p>
Decision Rules and Scoring Notes		
<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> The intended thesis or claim is not historically defensible The intended thesis or claim only restates or rephrases the prompt The intended thesis or claim does not respond to the prompt The intended thesis or claim offers no indication of a line of reasoning The intended thesis or claim is overgeneralized 		<p>Responses that earn this point:</p> <ul style="list-style-type: none"> The response must provide a historically defensible thesis or claim that establishes a position on the extent to which the experience of the First World War changed relationships between Europeans and colonized peoples. The thesis or claim must either provide some indication of the reason for making that claim OR by establishing categories of the argument
<p>Examples that do not earn this point:</p> <p>Historically defensible claim, but no indication of a line of reasoning</p> <ul style="list-style-type: none"> <i>“The First World War was a major turning point in the relationships between Europeans and colonized peoples in Africa and Asia”</i> <p>Indication of a line of reasoning, but not a historically defensible claim</p> <ul style="list-style-type: none"> <i>“Since the Great War was mostly a European conflict, it had almost no influence on European colonies or colonial peoples”</i> 		<p>Examples that earn this point:</p> <p>Establish a line of reasoning that evaluates the topic of the prompt</p> <ul style="list-style-type: none"> <i>“The experience of the First World War greatly changed the relationship between Europeans and colonized peoples because the war showed that Europeans needed colonial troops to fight their wars”</i> <i>“Although many people in the colonies at first responded patriotically to the call to arms, their experiences during the war led to disillusionment and questioning of the colonial order”</i> <p>Establish a line of reasoning that evaluates the topic of the prompt with analytic categories</p> <ul style="list-style-type: none"> <i>“Despite the sacrifices of colonial troops, the war did not change the basic political relationship between Europeans and their colonies. Europeans continued to view colonized peoples as inferior and, except for a few small cultural changes, did not take any meaningful steps toward giving them greater rights or self-rule after 1918”</i> <p>Establish a line of reasoning</p> <ul style="list-style-type: none"> <i>“The experience of the First World War greatly changed the relationship between Europeans and colonized peoples because the war showed that Europeans needed colonial troops to fight their wars.” (Minimally acceptable thesis/claim)</i>
<p>Additional Notes:</p> <ul style="list-style-type: none"> The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs). The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period. 		

Reporting Category	Scoring Criteria	
<p>Row B</p> <p>Contextualization</p> <p>(0-1 points)</p> <p>4.A</p>	<p>0 points</p>	<p>1 point</p> <p>Describes a broader historical context relevant to the prompt</p>
<p>Decision Rules and Scoring Notes</p>		
<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • Provide an overgeneralized statement about the time period referenced in the prompt • Provide context that is not relevant to the prompt • Provide a passing phrase or reference 		<p>Responses that earn this point:</p> <ul style="list-style-type: none"> • Must accurately describe a context relevant to the First World War or interactions between Europeans and colonized peoples before or during the First World War (nineteenth and early twentieth centuries)
<p>Examples of unacceptable contextualization that do not earn this point:</p> <p>Do not provide context relevant to the topic of the prompt</p> <ul style="list-style-type: none"> • <i>"The Great War began as a relatively small conflict in the Balkans escalated into a global war. The systems of alliances, war strategies, and mobilization plans made it impossible to contain and stop the conflict"</i> 		<p>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> • The causes of the First World War • European empire-building in South Asia • The Scramble for Africa • Cultural, economic, or racial justifications of imperialism <p>Examples of acceptable contextualization:</p> <ul style="list-style-type: none"> • <i>"Both Great Britain and France had long recruited local troops in their colonies and had used them to suppress revolts and expand their colonial empires. When World War I started, it was pretty clear that it will be a 'total war' requiring all the resources countries could muster - so it was a foregone conclusion that these colonial armies will be used, whether on European fronts or in Asia and Africa"</i>
<p>Additional Notes:</p> <ul style="list-style-type: none"> • The response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. • To earn this point, the context provided must be more than a phrase or reference. 		

Reporting Category	Scoring Criteria		
<p>Row C</p> <p>Evidence (0-3 points)</p> <p>1.B</p> <p>5.B</p> <p>6.B</p> <p>6.C</p>	Evidence from the Documents		
	<p>0 points</p>	<p>1 point</p> <p>Uses the content of at least three documents to address the topic of the prompt</p>	<p>2 points</p> <p>Supports an argument in response to the prompt using at least six documents</p>
	Decision Rules and Scoring Notes		
<p>Responses that do not earn points:</p> <ul style="list-style-type: none"> Use evidence from less than three of the documents Misinterpret the content of the document Quote, without accompanying description, of the content of the documents Address documents collectively rather than considering separately the content of each document 	<p>Responses that earn 1 point:</p> <ul style="list-style-type: none"> Must accurately describe — rather than simply quote — the content from at least three of the documents to address the topic of the First World War and colonial relationships (between Europeans and colonized peoples) 	<p>Responses that earn 2 points:</p> <ul style="list-style-type: none"> Support an argument in response to the prompt by accurately using the content of at least six documents. The six documents do not have to be used in support of a single argument, but they can be used across sub-arguments or to address counterarguments 	
	<p>Examples of describing the content of a document:</p> <p>Describe evidence from the documents relevant to the topic but do not use that evidence to support an argument</p> <ul style="list-style-type: none"> (Document 2) “Officer Kalyan Mukerji’s letter to a friend in India shows that the experience of the war has changed his views of England so that now he sees English-style nationalism as nothing but an excuse to kill and conquer other people” 	<p>Examples of supporting an argument using the content of a document:</p> <ul style="list-style-type: none"> (Document 1): “John Chilembwe’s letter to the Nyasaland Times shows that Europeans’ need for African recruits has changed the relationship between colonizers and colonial peoples because the British in Nyasaland now have to appeal to Africans’ sense of duty and patriotism. But, after seeing how Europeans have treated their colonial subjects in peacetime, Chilembwe isn’t buying it.” <i>(Connects the contents of the document to an argument about how the experience of the First World War changed the relationships between Europeans and colonized peoples, as well as the attitudes towards those relationships)</i> (Document 5): “The lyrics of the Egyptian protest song demonstrate how the experience of World War I has given Egyptians greater confidence to assert their demands before their British colonial government. The song reminds the British of the contributions Egyptians made during the war and forcefully demands that Britain grant Egypt its own constitution.” <i>(Connects the content of the document to an argument about how the experience of the war changed perceptions of the relationships between colonized peoples and Europeans)</i> 	

Reporting Category	Scoring Criteria	
<p>Row C <i>(continued)</i></p>	Evidence beyond the Documents	
	<p>0 points</p>	<p>1 point</p> <p>Uses at least one additional piece of the specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt</p>
	Decision Rules and Scoring Notes	
	<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • Provide evidence that is not relevant to an argument about the prompt • Provide evidence that is outside the time period or region specified in the prompt • Repeat information that is specified in the prompt or in any of the documents • Provide a passing phrase or reference 	<p>Responses that earn this point:</p> <ul style="list-style-type: none"> • Must use at least one specific piece of historical evidence relevant to an argument about the extent to which there were changes in relationships between European and colonized people that resulted from the First World War
	<p>Examples of evidence beyond the documents relevant to an argument about the prompt:</p> <ul style="list-style-type: none"> • <i>“Many colonized people had hoped that after the end of the war they would be rewarded by their service by giving them fuller citizenship rights, if not outright independence. But the peace treaties left the British and French empires untouched and actually expanded them through the Mandate system.” (Provides a piece of evidence not in the documents relevant to an argument that addresses the lack of change in relationships despite the upheaval of the war)</i> • <i>“The British generally trusted their Indian troops and, before WWI broke out, had used in several campaigns outside of India, for example in East Africa and in China during the Boxer rebellion.” (Provides a piece of evidence not in the documents to connect military actions and decisions to the larger discussion of European/colonial relationships)</i> 	
<p>Additional Notes:</p> <ul style="list-style-type: none"> • Typically, statements credited as evidence will be more specific than statements credited as contextualization. • To earn this point, the evidence provided must be different from the evidence used to earn the point for contextualization. • To earn this point, the evidence provided must be more than a phrase or reference. 		

Reporting Category	Scoring Criteria	
<p>Row D</p> <p>Analysis and Reasoning</p> <p>(0-2 points)</p> <p>2.B</p> <p>6.D</p>	Sourcing	
	<p>0 points</p>	<p>1 point</p> <p>For at least three documents, explains how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument</p>
	Decision Rules and Scoring Notes	
<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • Explain sourcing for less than three of the documents • Identify the point of view, purpose, historical situation, and/or audience but fail to explain how or why it is relevant to an argument • Summarize the content or argument of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience <p>Identifies the point of view, purpose, historical situation, and/or audience, but does not explain how or why it is relevant to an argument</p> <ul style="list-style-type: none"> • <i>"In document 7, the audience is the researcher and the people who will read it later"</i> <p>Summarizes the content of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience</p> <ul style="list-style-type: none"> • <i>"The purpose of document 4 was as a letter to his family to communicate with them about the war"</i> 	<p>Responses that earn this point:</p> <ul style="list-style-type: none"> • Must explain how or why — rather than simply identifying — the document's point of view, purpose, historical situation, or audience is relevant to an argument that addresses the prompt for each of the three documents sourced <p>Example of acceptable explanation of the significance of the author's point of view:</p> <ul style="list-style-type: none"> • (Document 1): <i>"As an ordained minister, John Chilembwe is probably opposed to wars in general, but in the case of the First World War he is particularly against the idea of Africans serving because he can see that there is no higher purpose to the war than European political and economic gain."</i> (Identifies the point of view of the source and how this might influence his view of European/colonial relationships) <p>Example of acceptable explanation of the significance of the author's purpose:</p> <ul style="list-style-type: none"> • (Document 3): <i>"Part of the French government's purpose in printing this postcard may have been to reassure the French population that African troops serving in France can be friendly and trustworthy. So even though the card shows Africans and French civilians sitting next to each other and smiling, it probably indicates that ordinary French people continued to be biased against Africans, even those fighting for their country."</i> (Connects the purpose of the postcard to the argument about European/colonial relationships with references both to the source and to the intended audience) <p>Example of acceptable explanation of the relevance of the historical situation of a source:</p> <ul style="list-style-type: none"> • (Document 7): <i>"Nar Diouf's experiences in the war are recorded in the 1980s as part of an oral history project. So he has the benefit of hindsight regarding both the end of the war and the end of French colonialism in Africa. From this perspective, it is understandable that Nar Diouf emphasizes the way in which being a veteran allowed him to be effective in helping his community resist the abuses of French colonizers."</i> (Provides sourcing regarding the historical situation of the document and how this relates to the argument about European/colonial relationships) 	

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Reporting Category	Scoring Criteria	
Row D <i>(continued)</i>	Sourcing	
		<p>Example of acceptable explanation of the significance of the audience:</p> <ul style="list-style-type: none"> (Document 4): <i>“Even though someone writing a private letter to his family can be expected to share their honest opinion of a situation, this was not always the case with soldiers’ letter during the war. The reason for that was that soldiers knew that government censors often read their letters and could decide not to deliver them if they thought they revealed something secret or could be bad for people’s morale. For example, Behari Lal’s letter says that what he is writing “is not a hundredth part” of what is on his mind, suggesting that his experiences were actually much worse than he reveals in the letter.”</i> <i>(Provides information about the audience of the government report relevant to an argument about European/colonial relationships)</i>

Reporting Category	Scoring Criteria	
Row D <i>(continued)</i>	Complexity	
	0 points	1 point Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question
	Decision Rules and Scoring Notes	
	Responses that earn this point: May demonstrate a complex understanding in a variety of ways, such as: <ul style="list-style-type: none"> • Explaining nuance of an issue by analyzing multiple variables • Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects • Explaining relevant and insightful connections within and across periods • Confirming the validity of an argument by corroborating multiple perspectives across themes • Qualifying or modifying an argument by considering diverse or alternative views or evidence 	
	Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided: <ul style="list-style-type: none"> • Analyzing multiple variables, such as the different effects of wartime experiences on the relationship between Europeans and colonized peoples. For example, an argument that the war both fostered and eroded colonial soldiers' loyalty and patriotism for their colonial empires, as the early enthusiasm for the war gave way to disillusionment and the realization that their sacrifices have been in vain. <i>(Explains nuance)</i> • Analyzing multiple variables by arguing that wartime experiences sometimes challenged Europeans' sense of cultural superiority over Africans and Asians and sometimes reinforced these prejudices. <i>(Explains nuance)</i> • Explaining how some colonial leaders hoped that the wartime contributions of African and Asian troops would convince colonial powers to grant broader autonomy to the colonies and, when these hopes failed to materialize, Africans and Asians increasingly turned to nationalism. <i>(Explains relevant and insightful connections)</i> • Explaining how the war transformed European culture by leading Europeans (much as it did Africans and Asians) to question the accepted social and cultural norms. <i>(Explains relevant and insightful connections)</i> 	

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Reporting Category	Scoring Criteria	
Row D <i>(continued)</i>	Complexity	
		<ul style="list-style-type: none"> • Explaining relevant and insightful connections across periods, such as explaining how wars sometimes prove to be important political or cultural turning points. For example, the effects on the Napoleonic Wars on Latin American independence movements. <i>(Explains relevant and insightful connections)</i> • Corroborating multiple perspectives, such as explaining how different documents corroborate an argument in spite of the differing perspectives of the authors. <i>(Corroborates, qualifies or modifies an argument by considering diverse or alternative views or evidence)</i>
Additional Notes: <ul style="list-style-type: none"> • This demonstration of complex understanding must be part of the argument, not merely a phrase or reference. 		

Document Summaries

Document	Summary of Content	Explains the relevance of point of view, purpose, situation, and/or audience by elaborating on examples such as:
1. John Chilembwe, letter to <i>Nyasaland Times</i> (1914)	<ul style="list-style-type: none"> Criticizes the duplicity of the British who, Chilembwe argues, have maintained that Africans cannot be the equal to Europeans in peacetime but are now calling for Africans to share equally in the hardships and sacrifices of war 	<ul style="list-style-type: none"> Within months of the outbreak of the war, the British have already begun recruiting African troops (situation) The author, an educated African (as evidenced by his being an ordained minister) is well aware of the narratives used to justify imperialism (for example the claim that “Africa had nothing to do with the civilized world” and turns these narratives around to point out the duplicity of British calls that Africans share equally in the hardships of war (POV) Because the letter is addressed to British settlers and colonial authorities in Nyasaland it states its objection in a relatively mild and measured way; nonetheless, the authorities ended up destroying the issue of the newspaper in which the letter was published (audience)
2. Kalyan Mukerji, letter from the Iraq Front (1915)	<ul style="list-style-type: none"> Denounces patriotism and nationalism, which the author blames for the bloodshed of the war. Argues that Indian youth have turned to political violence because they have been taught the politics of patriotism by Britain 	<ul style="list-style-type: none"> The British used the colonial Indian army extensively on the Mesopotamian front in present-day Iraq, against the Ottoman Empire (situation) Because it is a private, front-line letter to a friend in India, the letter likely describes the author’s real feelings about the war (audience). Alternatively, an essay may argue that the author knew all mail was read by censors, so he used the letter to convey his protest to the authorities
3. French postcard of colonial troops in France (1915)	<ul style="list-style-type: none"> The postcard shows three Black French colonial troops sitting in a bench in a French town with two French civilians. Both the soldiers and the civilians are smiling and appear comfortable together 	<ul style="list-style-type: none"> Whether the photo was candid or staged, the fact that it was selected by the French government to print as a postcard suggests that it presents an idealized version of colonial troops wartime experiences (purpose/POV) The postcard is a response to German propaganda claiming that by deploying colonial troops on the Western Front, the French (and the British) were turning Europe over to “savages.” The postcard counters that by suggesting that the real savages were the Germans - a common claim of French propaganda during the war (situation)
4. Behari Lal, letter from the Western Front (1917)	<ul style="list-style-type: none"> Narrates the author’s experience being transported together with British troops in a truck; the British troops would not sleep next to him because he was Indian. The author claims that a German prisoner would not have been any worse, and expresses regret that the war is exacerbating the “hatred” between Europeans and Indians 	<ul style="list-style-type: none"> Written on the Western Front at a point in the war when it was clear that trench warfare with little or no gain would continue for a long time (situation) The author’s cautious analysis of the reasons for the increased “hatred” and his mention that he has more on his mind than he is letting on indicate that he knows his letter will be read by the censors and is being extra careful in what he says or does not say (audience/purpose)

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Reporting Category	Scoring Criteria	
<p>Row D</p> <p>Analysis and Reasoning</p> <p>(0-2 points)</p> <p>2.B</p> <p>6.D</p>	Sourcing	
	<p>0 points</p>	<p>1 point</p> <p>For at least three documents, explains how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument</p>
	Decision Rules and Scoring Notes	
<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • Explain sourcing for less than three of the documents • Identify the point of view, purpose, historical situation, and/or audience but fail to explain how or why it is relevant to an argument • Summarize the content or argument of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience <p>Identifies the point of view, purpose, historical situation, and/or audience, but does not explain how or why it is relevant to an argument</p> <ul style="list-style-type: none"> • <i>"In document 7, the audience is the researcher and the people who will read it later"</i> <p>Summarizes the content of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience</p> <ul style="list-style-type: none"> • <i>"The purpose of document 4 was as a letter to his family to communicate with them about the war"</i> 	<p>Responses that earn this point:</p> <ul style="list-style-type: none"> • Must explain how or why — rather than simply identifying — the document's point of view, purpose, historical situation, or audience is relevant to an argument that addresses the prompt for each of the three documents sourced <p>Example of acceptable explanation of the significance of the author's point of view:</p> <ul style="list-style-type: none"> • (Document 1): <i>"As an ordained minister, John Chilembwe is probably opposed to wars in general, but in the case of the First World War he is particularly against the idea of Africans serving because he can see that there is no higher purpose to the war than European political and economic gain."</i> (Identifies the point of view of the source and how this might influence his view of European/colonial relationships) <p>Example of acceptable explanation of the significance of the author's purpose:</p> <ul style="list-style-type: none"> • (Document 3): <i>"Part of the French government's purpose in printing this postcard may have been to reassure the French population that African troops serving in France can be friendly and trustworthy. So even though the card shows Africans and French civilians sitting next to each other and smiling, it probably indicates that ordinary French people continued to be biased against Africans, even those fighting for their country."</i> (Connects the purpose of the postcard to the argument about European/colonial relationships with references both to the source and to the intended audience) <p>Example of acceptable explanation of the relevance of the historical situation of a source:</p> <ul style="list-style-type: none"> • (Document 7): <i>"Nar Diouf's experiences in the war are recorded in the 1980s as part of an oral history project. So he has the benefit of hindsight regarding both the end of the war and the end of French colonialism in Africa. From this perspective, it is understandable that Nar Diouf emphasizes the way in which being a veteran allowed him to be effective in helping his community resist the abuses of French colonizers."</i> (Provides sourcing regarding the historical situation of the document and how this relates to the argument about European/colonial relationships) 	

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Long Essay Question

2. In the nineteenth century, various political and social groups in industrial societies called for reforms. Develop an argument that evaluates the extent to which reform movements in the nineteenth century succeeded in bringing about political or social change in industrial society.

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 specific and relevant examples of evidence.
- Use historical reasoning (e.g., comparison, causation, continuity or change) to frame or structure an argument that addresses the prompt.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

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 reasoning processes described below.

Scoring Guidelines for Long Essay Question

6 points

Learning Objectives: Unit 5, Learning Objective D Unit 5, Learning Objective E Unit 5, Learning Objective F Unit 5, Learning Objective G Unit 5, Learning Objective H
 Unit 5, Learning Objective I Unit 5, Learning Objective J Unit 5, Learning Objective K

Reporting Category	Scoring Criteria	
<p>Row A Thesis/Claim (0-1 points)</p>	<p>0 points</p>	<p>1 point Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning</p>
<p>6.A</p>	<p>Decision Rules and Scoring Notes</p> <p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> The intended thesis or claim is not historically defensible The intended thesis or claim only restates or rephrases the prompt The intended thesis or claim does not respond to the prompt The intended thesis or claim offers no indication of a line of reasoning The intended thesis or claim is overgeneralized <p>Examples that do not earn this point:</p> <p>Do not focus on the topic of the prompt, and offers no specific line of reasoning</p> <ul style="list-style-type: none"> <i>“Industrial societies in Europe experienced political revolutions and violence during the nineteenth century”</i> <p>Do not establish a line of reasoning, although the claim is historically defensible</p> <ul style="list-style-type: none"> <i>“Nineteenth-century reform movements were successful in bringing about social change in industrial societies”</i> <p>Restate the prompt or are overgeneralized</p> <ul style="list-style-type: none"> <i>“Reform movements brought about change socially, politically and economically”</i> <p>Additional Notes:</p> <ul style="list-style-type: none"> The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs). The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period. 	
<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> The response must provide a historically defensible thesis or claim about the extent to which reform movements succeeded in bringing about political or social change in industrial society in the nineteenth century. The thesis or claim must either provide some indication of the reasoning for making that claim OR by establishing analytic categories of the argument <p>Examples that earn this point:</p> <p>Establish a line of reasoning that evaluates the topic of the prompt</p> <ul style="list-style-type: none"> <i>“Nineteenth-century reform movements were somewhat successful in bringing about political change in industrial societies because more people received the right to vote”</i> <p>Establish a line of reasoning that evaluates the topic of the prompt with analytic categories</p> <ul style="list-style-type: none"> <i>“Reform movements in the nineteenth century had only limited success in bringing about political change in industrial societies because governments were able to demonize reformers and coopt their agendas by enacting minor political changes that satisfied the majority of the population but did not fully address the complaints of reformers”</i> <p>Establish a line of reasoning that evaluates the topic of the prompt</p> <ul style="list-style-type: none"> <i>“Reform movements in the nineteenth century had only limited success in bringing about political change in industrial societies because of opposition from conservatives and the bourgeoisie”</i> <p>Establish a line of reasoning</p> <ul style="list-style-type: none"> <i>“In the nineteenth century, reform movements brought about social change because they were able to convince governments to change labor laws.” (Minimally acceptable thesis/claim)</i> 		<p>Responses that earn this point:</p> <ul style="list-style-type: none"> The response must provide a historically defensible thesis or claim about the extent to which reform movements succeeded in bringing about political or social change in industrial society in the nineteenth century. The thesis or claim must either provide some indication of the reasoning for making that claim OR by establishing analytic categories of the argument <p>Examples that earn this point:</p> <p>Establish a line of reasoning that evaluates the topic of the prompt</p> <ul style="list-style-type: none"> <i>“Nineteenth-century reform movements were somewhat successful in bringing about political change in industrial societies because more people received the right to vote”</i> <p>Establish a line of reasoning that evaluates the topic of the prompt with analytic categories</p> <ul style="list-style-type: none"> <i>“Reform movements in the nineteenth century had only limited success in bringing about political change in industrial societies because governments were able to demonize reformers and coopt their agendas by enacting minor political changes that satisfied the majority of the population but did not fully address the complaints of reformers”</i> <p>Establish a line of reasoning that evaluates the topic of the prompt</p> <ul style="list-style-type: none"> <i>“Reform movements in the nineteenth century had only limited success in bringing about political change in industrial societies because of opposition from conservatives and the bourgeoisie”</i> <p>Establish a line of reasoning</p> <ul style="list-style-type: none"> <i>“In the nineteenth century, reform movements brought about social change because they were able to convince governments to change labor laws.” (Minimally acceptable thesis/claim)</i>

Reporting Category	Scoring Criteria	
<p>Row B Contextualization (0-1 points)</p> <p>4.A</p>	<p>0 points</p>	<p>1 point Describes a broader historical context relevant to the prompt</p>
	<p>Decision Rules and Scoring Notes</p>	
	<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • Provide an overgeneralized statement about the time period referenced in the prompt • Provide context that is not relevant to the prompt • Provide a passing phrase or reference <p>Example of unacceptable contextualization that does not earn this point:</p> <p>Has no clear relevance to the topic of the prompt</p> <ul style="list-style-type: none"> • <i>“European transnational companies often supported the establishment of colonies in Africa in the hopes of extracting natural resources for factories in Europe”</i> 	<p>Responses that earn this point:</p> <ul style="list-style-type: none"> • Must accurately describe a context relevant to reform movements or industrial society in the nineteenth century <p>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> • The development of industrial technologies • The spread of industrialization from Great Britain to other regions, such as northern Europe, the United States, Russia, or Japan • The development of new social classes in industrial societies • The development of social and economic philosophies, such as laissez-faire capitalism and socialism • The development of various social reform movements in industrial societies, such as the women’s suffrage movement and the labor rights’ movement • The development of economic and social ideologies in response to the abuses of industrialization and capitalism, including various forms of socialism and communism • The increased specialization of labor through the factory system • Increased urbanization in industrial societies • The second industrial revolution <p>Example of acceptable contextualization:</p> <ul style="list-style-type: none"> • <i>“Advances in agriculture in Europe allowed for an increase in mechanization in the manufacturing of goods. This industrial revolution spread across Europe and to North America and led to challenges to traditional social and political structures”</i>
<p>Additional Notes:</p> <ul style="list-style-type: none"> • The response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. • To earn this point, the context provided must be more than a phrase or reference. 		

Reporting Category	Scoring Criteria		
Row C Evidence (0-2 points)	0 points	1 point Provides specific examples of evidence relevant to the topic of the prompt	2 points Supports an argument in response to the prompt using specific and relevant examples of evidence
Decision Rules and Scoring Notes			
1.A 5.B 6.B	Responses that do not earn points: <ul style="list-style-type: none"> Identify a single piece of evidence Provide evidence that is not relevant to the topic of the prompt Provide evidence that is outside the time period or region specified in the prompt Repeat information that is specified in the prompt 	Responses that earn 1 point: <ul style="list-style-type: none"> Must <u>identify at least two specific historical examples</u> relevant to reform movements or industrial society in the nineteenth century 	Responses that earn 2 points: <ul style="list-style-type: none"> Must use <u>at least two specific historical evidence examples</u> to support an argument regarding how reform movements brought about political or social change in industrial society in the nineteenth century
	Example of a statement that does not earn any points for evidence: Does not provide specific information beyond what is provided in the prompt <ul style="list-style-type: none"> <i>“Many reform movements demanded political or social changes in industrial societies during the nineteenth century”</i> 	Examples of evidence that are specific and relevant include the following (2 examples required): <ul style="list-style-type: none"> The British government extending suffrage to all males in 1867 The role of labor unions, socialists, anarchists, communists, and feminists in the Paris Commune of 1871 The establishment of a social security system in Prussia under Otto von Bismarck The passage of child labor reform laws in Great Britain during the early nineteenth century Socialists and labor unions demanding the enactment of minimum wage and eight-hour workday Laws Labor rights movements, such as unions, proposing to limit working hours and increase wages Example of a statement that earns 1 point for evidence <ul style="list-style-type: none"> <i>“The Chartist movement emerged in Great Britain largely from the frustration that many working-class people felt about poor working conditions in factories and the unwillingness of the owners and the government to address these problems. These were the same motivations that influenced the development of labor unions”</i> 	Examples that successfully support an argument with evidence: <ul style="list-style-type: none"> <i>“During the nineteenth century, most governments of industrial societies successfully resisted adopting most of the demands of political and social reform movements. For example, the British government adopted very few of the Chartist demands, such as annual elections for Parliament, and minimum wage and eight-hour work day laws were only enacted in the twentieth century in most industrialized states.” (Uses multiple, specific pieces of evidence to support the argument that governments resisted reform)</i> <i>“Women’s suffragists were a force for change as they argued for greater political rights in part because of their increased economic importance in industrial factories. While suffrage was not immediately achieved, through years of effort, women did receive additional rights, eventually including the right to vote, representing a significant political and social change both.” (Uses evidence to support the argument that reforms were successful in achieving social and political change)</i>
Additional Notes: <ul style="list-style-type: none"> Typically, statements credited as evidence will be more specific than statements credited as contextualization. If a response has a multipart argument 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. (For example, labor abuses in industrial factories encouraged some women to become more involved in political reform movements; industrialization provided some women with more economic power in their households, which encouraged some to advocate for greater political rights).			

Reporting Category	Scoring Criteria		
Row D Analysis and Reasoning (0-2 points)	0 points	1 point Uses historical reasoning (e.g. comparison, causation, continuity and change) to frame or structure an argument that addresses the prompt	2 points Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question
Decision Rules and Scoring Notes			
<div style="display: flex; flex-direction: column; gap: 5px;"> <div style="background-color: #0072bc; color: white; padding: 2px 5px; font-weight: bold;">5.B</div> <div style="background-color: #e67e22; color: white; padding: 2px 5px; font-weight: bold;">6.C</div> <div style="background-color: #e67e22; color: white; padding: 2px 5px; font-weight: bold;">6.D</div> </div>	Responses that do not earn points: <ul style="list-style-type: none"> May include evidence but offer no reasoning to connect the evidence to an argument May assert the use of historical reasoning but do not use it to frame or structure an argument 	Responses that earn 1 point: <ul style="list-style-type: none"> Must demonstrate the use of historical reasoning to explain how reform movements brought about political or social change in industrial society in the nineteenth century, although the reasoning may be uneven, limited or imbalanced 	Responses that earn 2 points: May demonstrate a complex understanding in a variety of ways, such as: <ul style="list-style-type: none"> Explaining nuance of an issue by analyzing multiple variables Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects Explaining relevant and insightful connections within and across periods Confirming the validity of an argument by corroborating multiple perspectives across themes Qualifying or modifying an argument by considering diverse or alternative views or evidence
Example of unacceptable use of historical reasoning: Provides evidence but offers no reasoning to connect the evidence to an argument <ul style="list-style-type: none"> <i>“Various groups in different parts of the world in this time called for reform. They wanted rights and better hours and working conditions”</i> 	Using a historical thinking skill to frame or structure an argument could include: <ul style="list-style-type: none"> Explaining how the changes to economic production that industrialization introduced led to reform movements Explaining how the political demands of reform movements contributed to the expansion of suffrage in some European states Comparing how different or similar factors led to the success or failure of reform movements in different industrial societies Example of acceptable use of historical reasoning: <ul style="list-style-type: none"> <i>“Widespread reform movements, many of which began in Britain and were later experienced in other areas of the world, were effective enough that they sparked additional reform movements and eventual action on the part of the government to result in a number of improvements in workdays, conditions, and protections for laborers.” (Indicates change as a result of the reform movements.)</i> 	Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided: <ul style="list-style-type: none"> Explaining that nineteenth-century reform movements sometimes struggled to bring about political change in industrial societies because their membership frequently consisted of numerous factions that had competing objectives and advocated for different methods of protest. <i>(Explains nuance, considers both causes and effects, and qualifies an argument)</i> Claiming that reform movements were successful in bringing about social or political changes in nineteenth-century industrial societies but acknowledging that many of the reforms that were implemented did not go nearly as far as the reform movements wanted. <i>(Modifies an argument)</i> Illustrating that some social or political reforms in industrial societies during the nineteenth century were enacted partly because they had gained support from centrist politicians and even laissez-faire economists, such as John Stuart Mill. <i>(Qualifies an argument)</i> Demonstrating how one factor, such as the growth of labor unions, led to the adoption of labor reform laws in different places for different reasons and includes a discussion of labor unions as both a causative factor and an effect. <i>(Corroborates an argument, considers both causes and effects)</i> 	
Additional Notes: <ul style="list-style-type: none"> This demonstration of complex understanding must be part of the argument, not merely a phrase or reference. 			