

2024



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# AP<sup>®</sup> European History

## Sample Student Responses and Scoring Commentary Set 1

### **Inside:**

#### **Long Essay Question 2**

- Scoring Guidelines**
- Student Samples**
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## 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the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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	
<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>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></p> <p><b>Analysis and Reasoning</b></p> <p><b>[0-2 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>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></p> <p>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>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



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

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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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Choose one  
Question 3

Question 4

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 way from the dark contrasts of Middle age paintings. The new Contraposto stance was also used to showcase the subject in a clearer way. Although there was still influence from medieval art within

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

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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 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 ~~included~~ 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,

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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.

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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~~, 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~~ art as it allowed for the expression ~~on~~ of various different ideas.

During the times of the Renaissance, people began to revisit the ideas of classical ideas. With this, ~~the~~ lots of religious ~~ideas~~ ideas that were commonly expressed ~~to~~ through art. Religious images became ~~more~~ commonly depicted ~~in~~ during the Renaissance. ~~But,~~ ~~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 ~~or~~ involved in their lives to focus on other things they liked. This change was extremely important as art and the expression of ideas was ~~now~~ <sup>now</sup> open to lots of ~~new~~ <sup>new</sup> things.

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

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Mandatory  
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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.

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## Long Essay Question 2

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

### Overview

The Long Essay Question (LEQ) asks students to formulate a thesis/argument in response to a prompt about a particular historical development or episode in European history. In 2024 each LEQ asked students to determine the most significant change during a particular time period and aspect of European history. LEQs require students to formulate arguments, utilize evidence, address historical context, and display an ability to employ historical reasoning skills. In the case of LEQ 2, responses were expected to demonstrate historical reasoning, specifically analyzing the most significant change in European art during the period 1450 to 1700. Responses were expected to relate the topic of the prompt to the broader historical events, developments, or processes that occur before, during, or continue after the time frame specified in the prompt. Responses were expected to provide specific examples of evidence relevant to the most significant change in European art during the period 1450 to 1700 and to use this specific evidence to support an argument in response to the prompt.

Responses were expected to demonstrate the use of historical reasoning to frame or structure an argument that addressed the prompt, and although the prompt directed students toward the historical reasoning process of change over time, responses could also frame their arguments around other types of historical reasoning (continuity, causation, and comparison). Responses were also expected to demonstrate a complex understanding of the most significant change in European art during the period 1450 to 1700. This demonstration of complex understanding could be achieved in various ways. Responses could explain a variety of changes by analyzing how Renaissance art shifted to focus on individualism, new techniques like perspective, and on classical themes. They could also focus on the change from religious themes and subjects to a focus on the lives of common people or political themes such as the power and majesty of centralizing monarchs. They could also explain a change across time, e.g., noting that art changed several times across the period, shifting away from religious themes and images during the Renaissance, and then back during the Baroque period due to Catholic responses to the Reformation. Responses were assessed on the extent to which they performed in the following four categories: thesis, contextualization, evidence, and analysis and reasoning.

### Sample: 2A

**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 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.

## Long Essay Question 2 (continued)

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

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

### C. 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.

### D. 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: 0**

**Evidence Score: 2**

**Analysis and Reasoning Score: 1**

**Total score: 4**

### A. 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.”



## Long Essay Question 2 (continued)

### B. 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.

### C. 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.

### D. 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: 2C

**Thesis Score: 1**

**Contextualization Score: 0**

**Evidence Score: 0**

**Analysis and Reasoning Score: 1**

**Total score: 2**

### A. 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.

## Long Essay Question 2 (continued)

### **B. 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.

### **C. 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.

### **D. 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.