

2024



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# AP<sup>®</sup> World History: Modern

## Sample Student Responses and Scoring Commentary Set 2

### **Inside:**

#### Long Essay Question 3

- Scoring Guidelines
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### Question 3: Long Essay Question, Discontent and New Political Ideologies

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the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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

In the period circa 1750–1900, discontent with monarchist and imperial rule spread around many parts of the world and led to significant political changes.

Develop an argument that evaluates the extent to which discontent with monarchist or imperial rule was the main source of new political ideologies or systems of government during this period.

Reporting Category	Scoring Criteria	
<p><b>Row A</b> <b>Thesis/Claim</b>  <b>[0-1 points]</b></p>	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.</p>
<b>Decision Rules and Scoring Notes</b>		
<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>• Are not historically defensible.</li> <li>• Only restate or rephrase the prompt.</li> <li>• Do not respond to the prompt.</li> <li>• Do not establish a line of reasoning.</li> <li>• Are overgeneralized.</li> </ul>		<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>• Provide a historically defensible thesis or claim about the extent to which discontent with monarchist or imperial rule was the main source of new political ideologies or systems of government in the period 1750–1900. 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>“New systems of government developed because people didn’t like monarchist or imperial rule.”</i></li> </ul> <p><b>Provide a historically defensible claim, but do not establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li>• <i>“The French Revolution overthrew the king.”</i></li> </ul> <p><b>Do not focus on the topic of the prompt</b></p> <ul style="list-style-type: none"> <li>• <i>“The expansion of land-based empires led to increased interregional economic activity.”</i></li> </ul> <p><b>Provide a claim that is not historically defensible</b></p> <ul style="list-style-type: none"> <li>• <i>“Discontent with monarchies led Karl Marx to invent communism.”</i></li> </ul>		<p><b>Examples that earn this point:</b></p> <p><b>Establish a line of reasoning that evaluates the topic of the prompt</b></p> <ul style="list-style-type: none"> <li>• <i>“The establishment of the revolutionary Republic in France inspired the anti-slavery ideology of the Haitian revolution.”</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>“Creole inhabitants of the Spanish colonies in the Americas created an anti-imperial ideology that combined Enlightenment ideas, inspiration from the American and French Revolutions, local political grievances with the Spanish, and a desire to have greater economic independence from Spain.”</i></li> </ul> <p><b>Establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li>• <i>“Anger at the abuses by European political authorities and monarchs led to independence movements in Latin America.”</i> [Minimally acceptable thesis/claim]</li> </ul> <p><b>Scoring Note:</b> “capitalism” or “laissez-faire capitalism” can be considered examples of political ideologies or systems of government for the purposes of this question if they are connected to a discussion about government control [or lack of government control] of the economy.</p>
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion [which may not be limited to the first or last paragraphs].</li> <li>• The thesis or claim must identify a relevant development[s] in the period, although it is not required to encompass the entire period.</li> </ul>		

Reporting Category	Scoring Criteria	
<b>Row B</b> <b>Contextualization</b>	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Describes a broader historical context relevant to the prompt.
<b>[0-1 points]</b>	<b>Decision Rules and Scoring Notes</b>	
	<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>• Provide an overgeneralized statement about the time period referenced in the prompt.</li> <li>• Provide context that is not relevant to the prompt.</li> <li>• Provide a passing phrase or reference.</li> </ul> <p><b>Examples that do not earn this point:</b></p> <p><b>Do not provide context relevant to the topic of the prompt</b></p> <ul style="list-style-type: none"> <li>• <i>“Indian Ocean trade enabled the spread of new political ideas.”</i></li> </ul> <p><b>Provide an overgeneralized statement</b></p> <ul style="list-style-type: none"> <li>• <i>“Absolute monarchies were widely disliked.”</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 monarchical or imperial rule, or new political ideas in the period 1750–1900.</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>• Absolutism/Divine Right</li> <li>• The Enlightenment</li> <li>• Nationalism</li> <li>• Constitutionalism and liberal reforms</li> <li>• Reform or modernization movements in land-based empires</li> <li>• Imperialism</li> <li>• Mercantilism</li> <li>• Industrialization and capitalism</li> <li>• Marxism, Socialism, or Communism</li> <li>• Voting rights movements, women’s suffrage</li> </ul> <p><b>Example of acceptable contextualization:</b></p> <ul style="list-style-type: none"> <li>• <i>“Enlightenment and social contract philosophers formulated the idea of natural rights and government by the consent of the governed rather than by divine right.”</i></li> <li>• <i>“In many empires, various ethnic groups turned to nationalism.”</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>Example of a statement that earns one point for evidence:</b></p> <ul style="list-style-type: none"><li>• <i>“Both the American and the French revolutions overthrew monarchies and established republics.”</i></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>			

Reporting Category	Scoring Criteria		
<p><b>Row D</b> <b>Analysis and Reasoning</b></p>	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Uses historical reasoning [e.g., comparison, causation, continuity, and change] to frame or structure an argument that addresses the prompt.</p>	<p><b>2 points</b> Demonstrates a complex understanding of the historical development that is the focus of the prompt through sophisticated argumentation and/or effective use of evidence.</p>
<p><b>[0-2 points]</b></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 the extent to which discontent with monarchist or imperial rule was the main source of new political ideologies or systems of government in the period 1750–1900. 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>May include evidence but offer no reasoning</b></p> <ul style="list-style-type: none"> <li><i>“Conservative monarchies suppressed the revolutions of 1848.”</i></li> </ul>	<p><b>Using a historical reasoning process to frame or structure an argument could include:</b></p> <ul style="list-style-type: none"> <li>Explaining how the American Revolution and the Latin American Revolutions were both inspired by discontent with imperial rule from Europe.</li> <li>Explaining how nationalism caused the creation of new ideas of shared belonging to communities that did not yet exist, such as in Italy, Germany, or the Balkan states, which led to demands for nation-states independent of control by land empires.</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 that new political ideologies and forms of government were created both in opposition to monarchical rule, often because of Enlightenment ideas, and in favor of nationalism that provided a new way of understanding the identity of the society. [Explains multiple causes]</li> <li>Explaining how multiple pieces of specific and relevant evidence support a nuanced argument about the prompt. For example, explaining how the anti-monarchism of the French Revolution, including the formation of a democratic republic and the <i>Declaration of Rights of Man and Citizen</i>, inspired other Atlantic revolutions. In</li> </ul>

		<p><b>Example of acceptable use of historical reasoning:</b></p> <ul style="list-style-type: none"> <li>• <i>“Both the French and United States revolutions fought against the rule of monarchs but differed in their effects. The French Revolution overthrew and killed the king to establish a republic. But the American revolution separated from the monarchy and created a separate republic.”</i> [Indicates a development that establishes a connection between the French and American Revolutions using comparison and causation]</li> </ul>	<p>Haiti, Toussaint Louverture led a revolution against French imperial rule, and across much of Latin America leaders like Simón Bolívar and José de San Martín led revolutions against Spanish imperial rule to establish independent states. [Explains how at least four pieces of evidence support a nuanced or complex argument]</p> <ul style="list-style-type: none"> <li>• Explaining that the French Revolution and American Revolution were both inspired by anti-monarchical sentiment, but that the two revolutions differed in the degree of change they enacted because the French Revolution attempted to radically change French society and the American Revolution did not significantly change class relations or end slavery. [Explains both similarities and differences]</li> <li>• Explaining that while discontent with monarchism motivated the creation of new ideologies including liberalism and democracy, other new political ideologies such as socialism and communism were created because of discontent with economic systems such as industrial capitalism. [Uses evidence to demonstrate a sophisticated understanding of different perspectives]</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>			

Throughout the period from 1750 to 1900, there was much discontent with the monarchical and imperialistic status quo that dominated the majority of the globe. The discontent with monarchist and imperial rule spread around many parts of the world and led to significant political and ideological changes as to a great extent as many colonial possessions as well as developed nations entered political struggles to end the ineffective status quo that plagued their societies.

During the late eighteenth century, two large countries had large populations of citizens that were discontent with monarchical status quo. These two areas of the world would be the Kingdom of France and the Thirteen Colonies (under the United Kingdom). The Thirteen colonies had political instability for a lesser time than France and were freed from British authority shortly after they won a revolution. During this time under British rule, an absolutist monarchical structure had become unappealing to the American colonists because of concepts such as taxation without colonial representation in the British Parliament, quartering colonial troops in civilian homes, lack of compensation from helping in the French and Indian (Eight Years War), etc. This discontent that boiled under British rule exploded and brought about rapid change during and after the American Revolutionary War because it led to the drafting of a democratic constitution as well as political precedents being set. The United States of America after the American Revolution became a democratic republic, with a House of Representatives, Senate and Electoral College, then resembled that of the structure of the Roman Empire and provided a drastic contrast with the absolute monarchies that had dominated the world for the past centuries since now the common (land-owning) man could vote. This idea of democracy was embraced in France after the terror that the Committee of Public Safety reigned on the general public had opened up political discourse, allowing a new French constitution to be drafted following decades of political instability. Napoleon Bonaparte then disbanded this constitution and brought absolutism back to France during the Napoleonic War-era of the early nineteenth century, but after he was exiled by the British to the island of Saint Helena, France reverted back to the democratic system that it had adopted in years prior. These drastic changes that occurred in fairly developed parts of the world exemplified the amount of change that engulfed the time period circa 1750 to 1900, which involved the discarding of political ideals that acted as the unopposed status quo for centuries. This series of monarchies being overthrown demonstrated how volatile every political climate of the time period was and how the world was changing to create new political philosophy as well as systems of government within the time period.

Throughout the entire nineteenth century, up until the year 1900, colonialism in most places resembled a very bureaucratic system that was centralized with colonial authorities at the top, and the "inferior" colonial subjects at the very bottom. Many colonies were agrarian and plantation-based, aimed at the development and improvement of their respective parent country. This evidently, left little room for the rights of the native peoples, which created much discontent among them. One specific case of colonial discontent was in India during the later half of the nineteenth century where the British began to conscript Indian men as soldiers in the Royal Army. The colonial authorities also outlawed many traditional and religious Indian practices like sati where the widowed wife of a recently deceased man would jump into the funeral pyre of her husband. This encroachment on Indian life was met with armed resistance in Sepoy Rebellion, where Indian soldiers and officers revolted against colonial rule and were crushed, but only added salt into the wound that imperialism had cut

open in the Deccan peninsula. Armed rebellions were also witnessed in Africa in places such as German-controlled Namibia and South Africa against the Zulu tribes. These armed conflicts brought forth a notion of relaxing or clamping down with colonial laws and administrative practices in order to prevent future means of resistance. Many imperial subjects had knowledge of recently-united states like Germany and Italy under intense nationalism and wanted to unite their lands under one ethnicity as well, but the colonial authorities hindered any attempt at democratization or popular sovereignty. These places, with political realms devoid of democratic representation led to armed conflicts and radicalization of peoples after the popularization of decolonization in the later twentieth century. However, the discontent brought forth by agricultural laborers regarding education was met with the relaxation of discrimination and restrictions in the form of higher (Westernized) education. Many Indians and Africans were educated in religious seminaries, schools in England, and international schools in order to better improve their lives, which was an overall improvement over the defacto slavery/indentured servitude experienced by the populace in years prior. This desire from colonial subjects all over the globe and monarchical subjects in Europe to own and govern their own countries gave birth to nationalism and the desire for popular sovereignty. These concepts both further revolutionized the global political landscape because they inspired individuals from all over to advocate for political autonomy and independence from their colonial overlords, which enabled the political landscape to change to a great extent.

Generally, the combination of discontent from the subjects of absolute monarchies as well as imperialist systems had fostered the growth of new political systems to a great extent through the adoption of democracy, democratic ideals in government, as well as nationalism among those who lacked representation in their respective political entities. Without absolutist monarchies, there would have been no incentive to usher in new political philosophies in an attempt to change the status quo. Thus, the world would remain the same for longer as opposed to dramatically changing under the industrialization and urbanization of the twentieth century.

Discontent with monarchs, and imperial rule was the main cause in the development of new political ideologies and systems throughout the period 1750-1900. Before 1750 Monarchs and imperial rule was the main form of government throughout the 1600-1700s. The major world powerhouses such as the British (which was a monarchy) had many colonies around the world, and the imperialist exploited, and took advantage of these colonies, by using all the natural resources of the colony, and taxing them without representation. All and all the mistreatment of the colonies led to discontent among the Imperialist governments, and that discontent led to a series of revolts and rebellions against imperial rule, ultimately the successful rebellions often implemented a new form of government.

As my first piece of evidence I am using the American revolution, the most well known of the revolutions against Imperial rule. The Americans went to war with the British, and the Americans officially became independent on July 4th, 1776 after sending the declaration of independence to the king. Once the fighting was over the Americans decided not to implement a monarchy, instead they created a new form of government called a democracy. A democracy where the people would elect their government officials, and the government officials would reflect the people's objectives and viewpoints in the government, This was significant at the time giving people many more freedoms they did not have under the King's rule, freedoms such as freedom of speech, religion, and the right to bear arms. Overall you can see that the Americans goal was to fix every grievance they had with the King's rule, and implement it within their new democracy. So we can see throughout the American revolution, and creation of a new government that the discontent with the imperial rule did in fact play a major role in the creation of new government systems.

My next piece of evidence to support that discontent with monarchist and imperial rule play a major role in the creation of new government systems is the French Revolution. The French revolution was fought because the citizens had little rights, they were mostly poor and starving, meanwhile the king lived an extravagant lifestyle while his people were starving and poor. Therefore the French people beheaded the king and implemented a new government reforming many things from the previous regime. The most important part of the new system of government was the declaration of rights of man, this document listed every human right that the citizens should have, the document laid a outline for the new government that allowed more rights, and privileges to the people. But as you can see the main cause for the events of the French revolution and implementation of a new government was the grievances against the king, therefore the French revolution helps me prove that discontent with the monarchist and imperial rule was the main cause of new political systems and ideologies.

A counterargument for Discontent with monarchs, and imperial rule played a major role in the development of new political ideologies and systems throughout the period 1750-1900 is, Enlightenment theories is the main reason for new political systems and ideologies. Now evidence to support this is the U.S constitution has many enlightenment theories specifically John Locke, theories such as the right to overthrow the government if necessary, and the right to life, liberty and the pursuit of happiness. While that evidence can be convincing it is not the main cause of the development of new government systems and ideologies because if there were no discontent with the monarchist and imperial rule then there would be no need for reforms and new ideologies, so therefore the counterargument that the enlightenment was the main cause of new political systems and ideologies is just not correct.

After reading the evidence I have compiled you can see that, yes in fact the discontent among the monarchist and imperial rule was the main cause of new political ideologies and systems in the period 1750-1900.

In the period circa 1750-1900, discontent with monarchist and imperial rule spread around many parts of the world and led to significant political changes. This discontentment among people was the main source that led to new political ideologies and systems of government.

An example of discontent with imperial rule is in the 13 colonies and the British. The British imperialized the 13 colonies, taxing heavily with no representation. This created anger among the colonies, and they protested with events like the Boston tea party, and the Boston massacre where citizens were shot by British soldiers for protesting. This eventually led the Declaration of Independence which freed the colonies from British rule and became independent again. As a result they strayed away from having one leader who had all the power. A democracy was created with checks and balances to ensure no branch of government had too much power.

Another example of discontent with monarchist rule is in France. The working and middle classes in France during this period had little to no rights. These classes made so little that a month's worth of work could barely pay for a loaf of bread. The land and money in France all belonged to the elites. The solution to this, was mass protesting and the creation of the declaration of rights of man which granted rights to the people and allowed them to fight for a new government, one with more power to the people and one that aligned with enlightenment ideas.

My third example of discontent with imperial rule was in India where the British had taken over and imperialized. They limited the free speech and taxed the natives heavily on items that had no right being taxed, like salt. The leader to combat the British, was Gandhi. He led non-violent peaceful protests that forced the British to make new policies and change their ideals. Gandhi and his followers forced the British to leave, this left India independent. However, the religious rivalry between Hindu's and Muslim's was still apparent, and caused India to split into two separate states. This created a new political ideology that rather than fighting to get your desires, you talk it out and communicate to resolve issues.

To summarize, throughout the time period of 1750-1900, there were many examples of discontent with monarchies and imperial rule. In the 13 colonies, France, and in India, are all just some examples. The discontent of the people, sparked new ideas that created new political ideologies and new systems of government.

### Long Essay Question 3

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

#### Overview

Students were asked to develop an argument that evaluates the extent to which discontent with monarchist or imperial rule was the main source of new political ideologies or systems of government between 1750–1900. The question primarily addressed content from Unit 5 and 6 of the course framework, while also providing students with opportunities to bring up content knowledge from Unit 4 to earn the contextualization point. Students were expected to present a historically defensible thesis, describe a historical context relevant to the prompt, use at least two specific examples of evidence relevant to the topic of the prompt, use that evidence to support an argument in response to the prompt, use historical reasoning skills to frame or structure their argument, and demonstrate a complex understanding of the historical development that is the focus of the prompt.

The question primarily addressed content from Topics 5.1, 5.2, 5.8, 5.9, 6.1, and 6.3, with additional contextualization and evidence opportunities from Topics 4.4, 4.5, 4.6, 4.7, 5.3, 5.4, 5.5, 6.2, 6.4, and 6.5.

#### Sample: 3A

**Thesis Score: 1**

**Contextualization Score: 1**

**Evidence Score: 2**

**Analysis and Reasoning Score: 2**

**Total Score: 6**

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

The response earned 1 point for thesis/claim. The response makes a historically defensible claim in the last paragraph that discontent with absolute monarchies “fostered the growth of new political systems” through the adoption of “democratic ideals of government” and “nationalism.”

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

The response earned 1 point for contextualization. At the beginning of the second paragraph, the response addresses pre-revolutionary France and the thirteen colonies.

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

The response earned 1 point for evidence. The response provides multiple pieces of accurate evidence relevant to discontent with monarchist rule in the second paragraph, including the American Revolution, taxation without colonial representation, French Revolution, and in the third paragraph, Sepoy Rebellion, anti-colonial revolts in British Africa, education of imperial subjects, as well as the adoption of a new Constitution in revolutionary France, and conscription of Indians into the British colonial army.

**Long Essay Question 3 (continued)**

The response earned 1 point for using evidence to support an argument (in the second paragraph) that “These drastic changes that occurred in fairly developed parts of the world...This series of monarchies being overthrown demonstrated how volatile every political climate of the time period was and how the world was changing to create new political philosophy as well as systems of government within the time period.” An additional argument is provided in the third paragraph regarding colonialism and colonial authorities and the bureaucratic system that led to colonial dissent.

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

The response earned 1 point for historical reasoning. The response explained how discontent under the British, “exploded and brought about rapid change during and after the American Revolutionary War because it led to the drafting of a democratic constitution as well as political precedents being set.” The response also discusses how democratic ideals spread to France: “This idea of democracy was embraced in France after the terror that the Committee of Public Safety reigned on the general public had opened up political discourse, allowing a new French constitution to be drafted following decades of political instability.” Finally, the response discusses how “These armed conflicts brought forth a notion of relaxing or clamping down with colonial laws and administrative practices in order to prevent future means of resistance.”

The response earned 1 point for demonstrating complex understanding. The response provides a nuanced discussion qualifying the argument with multiple examples of causation that demonstrate a complex understanding of how countries or individuals expressed their discontent with absolute monarchial and colonial rule, while also providing a nuanced argument with multiple pieces of specific evidence that explain the impact of such rule and the ushering in of new philosophies.

**Sample: 3B****Thesis Score: 0****Contextualization Score: 1****Evidence Score: 2****Analysis and Reasoning Score: 1****Total Score: 4****A. Thesis/Claim (0-1 points): 0**

The response did not earn the point for thesis/claim. The response does not offer a historically defensible claim about the extent to which discontent with monarchist or imperial rule was the main source of a new system of government, it only states that discontent led to revolts and rebellions, “All and all the mistreatment of the colonies led to discontent among the Imperialist governments, and that discontent led to a series of revolts and rebellions against imperial rule, ultimately the successful rebellions often implemented a new form of government.” The part of the response that states “successful rebellions often implemented a new form of government.” does not identify a new form of government or a new political ideology.

### **Long Essay Question 3 (continued)**

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

The response earned 1 point for contextualization. At the beginning of the first paragraph, the response addresses imperial rule and the exploitation of colonies that resulted in the use of colonial resources and “taxing them without representation.” The mention of “taxation without representation” receives the point because it is embedded into the larger discussion of colonial abuses.

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

The response earned 1 point for evidence. The response provides several pieces of accurate evidence relevant to discontent with monarchist rule including several pieces of evidence related to the American Revolution (war against the British, independence, Declaration of Independence, democratic government, guaranteed rights), several pieces of evidence related to the French Revolution (class inequalities, execution of the king, Declaration of the Rights of Man), and several pieces of evidence relevant to Enlightenment political theory (Locke’s influence on the U.S. Constitution, right to overthrow oppressive government).

The response earned 1 point for using evidence to support an argument in the second paragraph with the claim “Americans goal was to fix every greivance they had with the kings rule, and implement it within there new democracy...” and in the third paragraph with the claim that the “French revolution was the main cause of new political systems and ideoligies.”

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

The response earned 1 point for historical reasoning. The response uses causation in the third paragraph to explain how discontent with the monarchy led to the French Revolution and uses causation in the fourth paragraph to explain how the Enlightenment causes discontent with monarchies and imperial rule.

The response did not earn the point for demonstrating complex understanding. There was no attempt to demonstrate a complex understanding related to the extent to which monarchial or imperial rule was the main source of the new political ideology or system of government.

### Long Essay Question 3 (continued)

**Sample: 3C**

**Thesis Score: 0**

**Contextualization Score: 0**

**Evidence Score: 2**

**Analysis and Reasoning Score: 1**

**Total Score: 3**

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

The response did not earn the point for thesis/claim. The response does not offer a historically defensible claim, it only restates what is provided in the prompt claiming “discontentment among people was the main source that led to new political ideologies and systems of government.” The response also attempts a historically defensible claim in the last paragraph; however, the claim does not identify a new political ideology or system of government that resulted from discontent of imperial rule.

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

The response did not earn the point for contextualization. The response does not attempt to provide context.

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

The response earned 1 point for evidence. The response provides multiple pieces of accurate evidence in the second paragraph, including taxing heavily with no representation, Boston tea party, Boston massacre, and in the third paragraph, mass protesting and declaration of rights of man. The evidence provided in the fourth paragraph (Ghandi) is outside of the time period of the prompt.

The response earned 1 point for using evidence to support an argument (in the second paragraph) that “discontent with imperial rule ... [led to] a democracy ... with checks and balances to ensure no branch of government had too much power.”

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

The response earned 1 point for historical reasoning. In the second paragraph the response used causation to explain how the colonial anger “led the declaration of independence.” In the third paragraph the response compared the discontent of imperial rule from the America’s with French discontent. In the fourth paragraph, the response provides another comparison of discontent with imperial rule comparing India and the British takeover.

The response did not earn the point for demonstrating complex understanding. There was no attempt to demonstrate a complex understanding of the extent to which discontent with monarchist or imperial rule was the main source of new political ideologies or systems of government during this period.