

2024



AP[®] World History: Modern

Scoring Guidelines Set 1

Question 1: Short Answer Secondary Source**3 points****General Scoring Notes**

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timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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

[a] Identify ONE claim that the authors make in the **first paragraph**. **1 point**

Examples that earn this point include the following:

- Hindus and Muslims interacted in many different ways, including economics, politics, social life, the arts, and culture.
- The Muslim population of India grew substantially between 1200 and 1800.
- Muslim scholars and Sufis migrated to India from Iran, Turkey, and Central Asia.
- Some of the best poets migrated from Persia to India.

[b] Identify ONE piece of evidence that the authors use to support their claims about cultural interactions between Hindus and Muslims as described in the **second paragraph**. **1 point**

Examples that earn this point include the following:

- Interactions between imperial court painters and Rajput painters resulted in artistic innovations.
- The poetry of Kabir and Nanak contributed to Hindu, Muslim, and Sikh cultural syncretism.
- Interactions between Muslim and Hindu mystics attracted followers from other religious communities.

- [c]** Explain ONE reason why Mughal rulers in the period circa 1450–1750 would have encouraged the interactions described in the passage. **1 point**

Examples that earn this point include the following:

- Mughal rulers wanted to keep their non-Muslim subjects from rebelling.
- Mughal rulers believed that encouraging close relations between Muslims and non-Muslims would likely lead Hindus to accept Mughal rule.
- Mughal rulers believed that encouraging close relations between Muslims and non-Muslims could help expand Mughal power by utilizing the economic, political, and military contributions of their full population.

Total for question 1 3 points

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

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

[a] Identify ONE likely political purpose of the image. **1 point**

Examples that earn this point include the following:

- The poster was created to inspire people to vote for the Nazi party.
- The poster was created to convince people that voting for the Nazi party would solve their economic problems.
- The poster was intended to make people angry with the current government and its management of the economy.

[b] Explain ONE way the image illustrates the economic situation of the period after the First World War. **1 point**

Examples that earn this point include the following:

- The image shows the poverty that many families in Germany and elsewhere faced because of the Great Depression.
 - The image illustrates the growing popularity of the idea that governments should take a more active role in economic life.
 - The image shows that Germany suffered greatly following its defeat in the First World War, including unemployment, reparations, or inflation.
-

[c] Explain ONE way the rise of the German National Socialist Party led to the Second World War. **1 point**

Examples that earn this point include the following:

- The rise of the Nazi Party contributed to aggressive militarism and the invasions of other countries.
- The rise of the Nazi Party led to intense nationalism and a desire to create “living space” for Germans through military expansion and conquest.
- After Hitler and the German National Socialist Party (the Nazis) gained totalitarian control over Germany, Hitler turned his attention to military domination of Europe, Africa, and other regions.

Total for question 2 3 points

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

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

[a] Identify ONE method Europeans used to expand their empires in the Americas in the period circa 1450–1750. **1 point**

Examples that earn this point include the following:

- Europeans used gunpowder weapons to conquer new territories in the Americas.
- The Spanish used the encomienda system to expand the areas in their empires under cultivation.
- Europeans used Christianity to help consolidate and justify their rule.

[b] Explain ONE way European colonialism affected Indigenous peoples in the Americas in the period circa 1450–1750. **1 point**

Examples that earn this point include the following:

- Indigenous communities experienced multiple waves of diseases, epidemics, or even demographic collapse.
 - Many Indigenous peoples adopted European and/or African cultural practices that formed new syncretic belief systems.
 - European colonial authorities used priests and missionaries to convert Indigenous people to Christianity.
 - The casta system resulted in a new social hierarchy involving Indigenous and mixed-race families.
 - Many Indigenous people were enslaved or forced to work in mines or on European-owned haciendas.
-

-
- [c]** Explain ONE way European interactions with non-European peoples in the Americas contributed to the development of a global economy in the period circa 1450-1750. **1 point**

Examples that earn this point include the following:

- European interactions with Indigenous peoples in the Americas led to the Columbian Exchange, which led to the spread of crops, technologies, goods, and diseases between the two hemispheres.
- The Trans-Atlantic slave trade brought millions of enslaved Africans to the Americas and significantly expanded the Atlantic economy through plantations and cash crops.
- Silver mined in the Americas using Indigenous labor fueled the purchase of Asian goods by Europeans, especially after the establishment of trans-Pacific maritime trade from the Americas to East Asia.
- Economic exchanges in the North Atlantic, including the fur trade and commercial fishing, also connected the Americas to Afro-Eurasia in new ways.

Total for question 3 3 points

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

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

[a] Identify ONE way Asians **resisted** Western imperialism in the period circa 1800–1914. **1 point**

Examples that earn this point include the following:

- Asians resisted Western imperialism by organizing rebellions.
[Note: Student responses could include specific examples, such as the Boxer Rebellion or Sepoy Rebellion, but they are not required.]
- Some Asian states such as Japan resisted Western imperialism by modernizing their states and militaries.
- Some Asian leaders began to organize nationalist or anticolonial movements to protest Western imperialism and call for independence.
- Mohandas Gandhi and others used nonviolence to resist Western imperialism.

[b] Explain ONE way European imperialism changed the cultures of peoples in Asia in the period circa 1800–1914. **1 point**

Examples that earn this point include the following:

- When Europeans conquered Asian countries, those societies lost the ability to govern themselves and control their own laws and societies.
 - Some Asian societies or ruling elites chose to selectively Westernize by adopting Western-style clothing and military structures.
 - Western Christian missionaries spread their religion and culture in many regions of Asia.
 - The spread of European influence in countries such as Japan, the Ottoman Empire, and Persia/Iran contributed to a turning away from traditional culture and the adoption of many elements of Western material culture, especially among the elites.
-

-
- [c]** Explain ONE way European imperialism in Asia contributed to changes in the global economy in the period circa 1800–1914. **1 point**

Examples that earn this point include the following:

- The global economy changed because Japan successfully industrialized to compete with European states.
- European imperialism in Asia changed the global economy and greatly weakened Asian states, such as India and China, by making them uncompetitive globally and harming or destroying their manufacturing industries.
- Following the Opium Wars, Europeans and the United States created economic spheres of influence in China, which affected both the global balance of power and diplomatic relations among Western powers.
- European imperialism in Asia changed the global economy because local populations in the colonies were forced to export their raw materials at discount rates to Europe and then buy finished goods that were produced in Europe, leading to a deepening of global economic inequalities.

Total for question 4 3 points

Question 1: Document-Based Question, Communist Rule and Soviet and Chinese Societies

7 points

General Scoring Notes

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

Evaluate the extent to which communist rule transformed Soviet and/or Chinese societies in the period circa 1930–1990.

Reporting Category	Scoring Criteria	
<p>Row A Thesis/Claim [0-1 points]</p>	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point 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"> • Are not historically defensible. • Only restate or rephrase the prompt. • Do not respond to the prompt. • Do not establish a line of reasoning. • Are overgeneralized. 		<p>Responses that earn this point:</p> <ul style="list-style-type: none"> • Provide a historically defensible thesis or claim about the extent to which communist rule transformed Soviet and/or Chinese societies in the period circa 1930–1990. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument.
<p>Examples that do not earn this point:</p> <p>Provide a restatement of the prompt</p> <ul style="list-style-type: none"> • <i>“Chinese and Soviet societies were transformed between 1930 and 1990.”</i> <p>Provide a historically defensible claim, but do not establish a line of reasoning</p> <ul style="list-style-type: none"> • <i>“Communism changed Soviet and Chinese societies during the period 1930 – 1990.”</i> <p>Do not focus on the topic of the prompt</p> <ul style="list-style-type: none"> • <i>“Communism spread from the Soviet Union to China between World War I and World War II.”</i> <p>Establish a line of reasoning, but do not provide a historically defensible claim</p> <ul style="list-style-type: none"> • <i>“The Soviet Union controlled all other communist governments, including China.”</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>“Communism benefited workers, peasants and women because it abolished many of the social and economic practices that had been holding these groups down.”</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>“Communist rule transformed Soviet and Chinese societies in many ways, including by creating new opportunities for women, providing new educational opportunities for young people, but also by brutally repressing those whom the communists saw as challenging their rule.”</i> <p>Establish a line of reasoning</p> <ul style="list-style-type: none"> • <i>“Communist rule changed society by allowing the state to completely control people’s lives.”</i> [Minimally acceptable thesis/claim]
<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 Contextualization</p>	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Describes a broader historical context relevant to the prompt.</p>
<p>[0-1 points]</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>Examples 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>“Russia and China used to be great land-based empires in the nineteenth century.”</i> <p>Provide a passing phrase or reference</p> <ul style="list-style-type: none"> • <i>“Industrial capitalism arose following the Industrial Revolution.”</i> 	<p>Responses that earn this point:</p> <ul style="list-style-type: none"> • Accurately describe a context relevant to communist rule and Russian/Soviet and/or Chinese societies circa 1930–1990. <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 Marxism and/or other strands of socialist thought in the nineteenth century • Lenin and Stalin’s contributions to Marxist thought; Mao Zedong’s development of a separate strand of Marxist thought • The development of socialist, social democratic, or workers’ parties • Revolutionary activities in the late nineteenth and early twentieth century, such as the Paris Commune, the 1905 revolution in Russia, or the 1911 Xinhai Revolution in China • Social and economic relations in capitalist/bourgeois/traditional societies, especially those that communists sought to reform or eradicate. • The social and economic effects of the development of industrial capitalism • The political systems of Tsarist Russia and of Qing and Guomindang China before the communist revolutions • The establishment of communist rule in Russia, the Russian Civil War, and the creation of the Soviet Union • The Chinese civil war and the establishment of communist China • The limits of modernization, industrialization, and economic development in Russia or China during the nineteenth century • Western [and Japanese] colonialism in China <p>Examples of acceptable contextualization:</p> <ul style="list-style-type: none"> • <i>“Marx and Engels believed that only workers could carry out the communist revolution, but Mao believed that peasants could also lead a communist revolution.”</i> • <i>“Communists’ main goal was to improve the lives of the working class.”</i> [Minimally acceptable contextualization] 	

Additional Notes:

- 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.
- To earn this point, the context provided must be more than a phrase or reference.

Reporting Category	Scoring Criteria		
Row C Evidence [0-3 points]	Evidence from the Documents		
	0 points Does not meet the criteria for one point.	1 point Uses the content of at least three documents to address the topic of the prompt.	2 points Supports an argument in response to the prompt using at least four documents.
Decision Rules and Scoring Notes			
Responses that do not earn points: <ul style="list-style-type: none"> Use evidence from less than three of the documents Misinterpret the content of the document Quote the content of the documents without providing an accompanying description Address documents collectively rather than considering separately the content of each document 	Responses that earn 1 point: <ul style="list-style-type: none"> Accurately describe—rather than simply quote—the content from at least three of the documents to address the topic of communist rule’s impact on Soviet and/or Chinese societies in the period circa 1930–1990. Examples of describing the content of a document: Describe evidence from the documents relevant to the topic but do not use that evidence to support an argument <ul style="list-style-type: none"> [Document 1]: <i>“The poster shows working men and women going to school, carrying books, papers, and rulers.”</i> [Document 5]: <i>“Document 5 states that ‘1.3 million people’ had to leave their homes due to famine in the Anhui Province of China.”</i> 	Responses that earn 2 points: <ul style="list-style-type: none"> Support an argument in response to the prompt by accurately using the content of at least four documents. Examples of supporting an argument using the content of a document: <ul style="list-style-type: none"> [Document 2]: <i>“The memoir recounts how sons betrayed their fathers in order to survive in communist prisons, showing the profound effects of Stalin’s repressions on Russian families.”</i> [Connects the contents of the document to an argument about the extent to which communist rule changed Soviet society by causing division among family members] [Document 3]: <i>“The essay states that the Soviet Union ‘provides increasing assistance to mothers’ and keeps their jobs open ‘until they return from leave’ showing that women’s lives benefitted from communist policies.”</i> [Connects the content of the document to an argument about the extent to which women’s lives improved under communism] [Document 5]: <i>“The government report says that millions of people were suffering from starvation and many food riots had occurred because local communist officials did not adequately respond to local needs. This shows the widespread failure of communist rule to improve the lives of Chinese people.”</i> [Connects the content of the document to an argument about communist government officials failing to help starving populations] 	
Additional Notes: <ul style="list-style-type: none"> To earn two points, the four documents do not have to be used in support of a single argument—they can be used across sub-arguments or to address counterarguments. 			

Row C [Continued]	Evidence beyond the Documents:	
	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Uses at least one additional piece of specific historical evidence [beyond that found in the documents] relevant to an argument in response to the prompt.</p>
	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 the extent to which communist rule transformed Soviet and/or Chinese societies in the period circa 1930–1990. <p>Examples of specific and relevant evidence beyond the documents that earn this point include the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> • Specific Bolshevik or Soviet policies that impacted society, for example, nationalization, land collectivization, the destruction of the kulaks, New Economic Policy [NEP], Five Year Plans, industrialization, de-Christianization, de-veiling campaigns in Muslim regions, etc. • Specific Chinese / Maoist policies that impacted society, for example, the land reform program, the Great Leap Forward, the Thousand Flowers Campaign, the Cultural Revolution • Repressive policies not mentioned in the documents, for example, Stalin’s purges and trials, gulags in Siberia, China’s Cultural Revolution, “struggle sessions,” the trial of the Gang of Four, etc. • Specific examples of rights and privileges obtained by workers, peasants, women, children, retirees, and other social groups in the USSR and China. <p>Examples of evidence beyond the documents relevant to an argument about the prompt:</p> <ul style="list-style-type: none"> • <i>“In the Soviet Union, the KGB was the secret police that could arrest, torture, and imprison citizens without due process.”</i> [Provides a piece of evidence not in the documents relevant to an argument about the prompt] • <i>“The Great Leap Forward was an economic and social campaign launched by Mao Zedong to change the country from an agrarian economy into an industrialized society through collectivization.”</i> [Provides a piece of evidence not in the documents relevant to an argument about the prompt]
<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. • The point for evidence beyond the documents may be awarded for evidence that appears in any part of the response. 		

Reporting Category	Scoring Criteria	
Row D Analysis and Reasoning [0-2 points]	Sourcing	
	0 points Does not meet the criteria for one point.	1 point For at least two documents, explains how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument.
Decision Rules and Scoring Notes		
Responses that do not earn this point: <ul style="list-style-type: none"> Explain sourcing for fewer than two 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 summary to the point of view, purpose, historical situation, and/or audience. 	Responses that earn this point: <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 two documents sourced. 	
Examples that do not earn this point: Identify the point of view, purpose, historical situation, and/or audience, but do not explain how or why it is relevant to an argument <ul style="list-style-type: none"> [Document 6]: <i>“Xia Ping, as a female member of the Communist Party, wrote about Chinese women.”</i> Summarize the content of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience <ul style="list-style-type: none"> [Document 1]: <i>“The poster shows Soviet factory workers walking to an evening school.”</i> 	Example of acceptable explanation of the relevance of the author’s point of view: <ul style="list-style-type: none"> [Document 2]: <i>“As a former prisoner and member of the Communist Party, the author’s account is a credible description of the political terror in the Soviet Union in the 1930s by offering eyewitness evidence to the brutal nature of Stalin’s rule.”</i> [Connects the point of view of the document to an argument that communist rule transformed Soviet society by allowing the state to have control over people’s lives] Example of acceptable explanation of the relevance of the author’s purpose: <ul style="list-style-type: none"> [Document 5]: <i>“The report blames the local officials who were ‘afraid of making mistakes or being accused of disloyalty to the Party’ and as a result chose to disregard reports of food shortages. This effectively shifted the responsibility to the local level.”</i> [Connects the purpose of the document to an argument that communist rule transformed Chinese society with collectivization policies that ultimately failed] Example of acceptable explanation of the relevance of the historical situation of a source: <ul style="list-style-type: none"> [Document 4]: <i>“Contention meetings began after Mao’s famous ‘Let A Hundred Flowers Bloom’ speech where he encouraged the Chinese citizens to speak out against the Communist Party.”</i> [Connects the historical situation of the document to an argument that communist rule transformed society by empowering citizens to be able to criticize their government] Example of acceptable explanation of the relevance of the audience: <ul style="list-style-type: none"> [Document 7]: <i>“Since the article was published in ‘the largest Soviet newspaper,’ and it supports communism while demonizing capitalism, it was probably meant as a piece of propaganda for the general population of Soviet citizens.”</i> [Connects the audience of the document to an argument that communist rule encouraged society to work collectively for the good of the whole] 	

Row D [continued]	Complexity	
	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Demonstrates a complex understanding of the historical development that is the focus of the prompt through sophisticated argumentation and/or effective use of evidence.</p>
Decision Rules and Scoring Notes		
		<p>Responses that earn this point: 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"> • Explaining multiple themes or perspectives to explore complexity or nuance; OR • Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR • Explaining both cause and effect, both similarity and difference, or both continuity and change; OR • 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. <p>May demonstrate a complex understanding through effective use of evidence relevant to an argument that addresses the prompt. This may be done in a variety of ways, such as:</p> <ul style="list-style-type: none"> • Effectively using seven documents to support an argument that responds to the prompt; OR • Explaining how the point of view, purpose, historical situation, and/or audience of at least four documents supports an argument that responds to the prompt; OR • Using documents and evidence beyond the documents effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt. <p>Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> • Analyzing multiple variables, such as considering diverse or alternate perspectives or evidence, for example how even though women gained rights in both the USSR [Documents 1 and 3] and China [Document 6] they also continued to carry the main responsibility for raising children and managing the household [Documents 3 and 6]. [Explains nuance and considers multiple perspectives] • Explaining relevant and insightful connections across time and space; for example, explaining how some aspects of communism discussed in the documents, such as collectivization [Document 2 and Document 5], educational opportunities [Document 1], and equality for women [Document 3 and Document 6] were duplicated in other communist nations, such as Cuba, with similar results both positive and negative [Explains relevant and insightful connections] • Arguing that communist rule had a multi-faceted impact on societies, for example, using evidence from Documents 1, 3, and 6 to demonstrate both the achievements of communist governments in elevating the status of women as well as the remaining challenges they faced, using evidence from Documents 2 and 5 to support an argument that communist rule negatively affected the people of the Soviet Union and China, and using Documents 4 and 7 to support an argument that despite the totalitarian nature of communist governments Chinese and Soviet citizens still found ways to resist, criticize, or undermine the communist regimes. [Uses evidence from all seven documents to demonstrate a complex understanding]
<p>Additional Notes:</p> <ul style="list-style-type: none"> • This complex understanding must be part of the argument and may be demonstrated in any part of the response. 		

AP® World History: Modern 2024 Scoring Guidelines

- 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.
- To earn a point for complexity by using seven documents in support of an argument, there must be an attempt to use all seven documents to effectively support an argument, but the use of the documents may be unevenly or inconsistently developed, or the document use may be weaker in one or two instances.

Document Summaries		
Document	Summary of Content	Explains the relevance of point of view [POV], purpose, situation, and/or audience by elaborating on examples such as:
1. S.M. Prokhorov, <i>Students from a Workers’ School</i> , poster, 1928.	<ul style="list-style-type: none"> The Soviet artist created this public poster in 1928. The poster portrays men and women studying and carrying educational materials. The caption indicates that the people depicted in the poster worked in factories and attended evening classes to prepare for entry into state-run universities. 	<ul style="list-style-type: none"> As a part of Stalin’s campaigns to increase literacy in the Soviet Union, adult workers and peasants could enroll in free evening schools. [historical situation] The artist’s purpose is to express his support for the Soviet Union’s goals to expand access to education for workers and the general population. [purpose] Since the poster was produced for public display, it was meant to show the citizens of the Soviet Union the steps the Soviet Union was taking to improve the lives of its citizens. [purpose, audience]
2. Ya.I. Drobinskiy, memoirs of his political detention and trial in the 1930s, recorded in the 1950s but never published.	<ul style="list-style-type: none"> The author, a member of the Soviet Communist Party, wrote about his time as a political prisoner. He recounts the story of an elderly peasant and describes the peasant’s son denouncing his father under torture and questioning. When the two were brought together, the son begged forgiveness. The author also elaborates on the torture, beatings, and starvation that prisoners endured. 	<ul style="list-style-type: none"> Written during the period of de-Stalinization, this account was meant to highlight the cruelty political prisoners were subjected to under Stalin’s rule. [historical situation, purpose] As a former prisoner and member of the Communist Party, the author’s account is a credible description of the political terror in the Soviet Union in the 1930s by offering eyewitness evidence to the brutal nature of Stalin’s rule. [POV] The document, recorded by a Soviet journalist, may have been intended to be published for Soviet citizens; however, as it was never published, it may have been withheld to protect the author from political fallout. [audience, historical situation]
3. Alexandra Kollontai, “The Soviet Woman,” essay, 1946.	<ul style="list-style-type: none"> The author, a female Marxist and politician, begins by praising the gains made by women in the Soviet Union. She also says that women achieved equality in the workforce and the state provided financial assistance to mothers, thus recognizing that motherhood is an “important social duty” of women. 	<ul style="list-style-type: none"> As a Marxist feminist, the author supports the idea of women’s equality in communist society in both work and the home. [POV, purpose] As a communist, the author praises the Soviet state’s work in providing assistance to working mothers in order to maintain a positive view of the Communist Party that she is a part of. [POV, purpose] Although communist ideology emphasized the complete equality between men and women in the workforce, Soviet communists like Kollontai, once in power, struggled to balance this notion of equality in the workplace with the continued need to have women serve as the primary caregivers of children and with the domestic household work that women were expected to perform. The various measures to help Soviet women with childcare including childcare centers, child allowances, and paid leave were designed to help women balance their new and traditional roles. [historical situation]
4. Article describing a contention meeting, <i>Shenyang Daily</i> , 1957.	<ul style="list-style-type: none"> The article describes a “contention meeting” where two local communist leaders gave a speech about the problems that come from the fact that the Communist Party has an absolute grip on power in China. They point 	<ul style="list-style-type: none"> The contention meetings took place after Mao Zedong’s famous “Let a Hundred Flowers Bloom” speech, in which he declared his support for a policy of allowing criticism of the bureaucracy. [historical situation]

	<p>out that little has changed since the party replaced the emperor, that corrupt individuals have joined the Party to gain power, and that protections of the rights of citizens are not followed by the Party. In fact, the “Party has become the emperor of China.”</p>	<ul style="list-style-type: none"> • Since the article was published in a regional Chinese newspaper, its intended audience were the educated people and general population of the region [audience] • The speech detailed in the newspaper article openly criticizes the Chinese Communist Party, which the two leaders, one the head of the Communist Youth League and the other the editor of the university newspaper, would have believed they had the right to do in the new circumstances of the Party encouraging expressions of internal dissent. [purpose, POV]
<p>5. General Office of the Central Committee of the Chinese Communist Party, summary report regarding food shortages, 1958.</p>	<ul style="list-style-type: none"> • The government report describes the number of people who are without adequate food supplies and details the riots that occurred in the Hebei and Yunnan Provinces. The final part of the report about the Yunnan Province places blame on local officials for not recognizing the problems. 	<ul style="list-style-type: none"> • In China, twenty million people died of famine during Mao Zedong’s Great Leap Forward. [historical situation] • As an official report produced by the Chinese Central Committee, the likely audience was fellow communist officials or party members that this committee needed to inform of their findings. [audience] • The report blames the local officials who were “afraid of making mistakes” or “accused of disloyalty to the Party” and as a result they were unaware of the problems which caused the famine. This effectively shifted the responsibility to the local level. [purpose]
<p>6. Xia Ping, “Make Energetic Efforts to Train Women Cadres,” article, 1973.</p>	<ul style="list-style-type: none"> • The author, a female member of the Communist Party, explains that women have made gains under the communist system; however, they are still expected to take care of the household and marry young. These limitations make it difficult for them to be promoted. 	<ul style="list-style-type: none"> • Confucian ideologies and patriarchal privileges persisted in Chinese society and among members of the Communist government, preventing women from gaining full equality. [purpose, POV] • Since the article was published in a political magazine, it may have been directed to the members of the Communist Party, particularly men, to push for change. [audience, purpose]. • The newly established communist government in China passed the Marriage Law in 1950 which was intended to end the traditional inequity between men and women. [historical situation]
<p>7. Richard Kosolapov, article, published in 1983.</p>	<ul style="list-style-type: none"> • The author, a former editor in chief for a Communist Party journal, strongly criticizes discussions about potential capitalist reforms to the Soviet system. He argues that people with these ideas are grifters, stealing the fruits of others’ labors, and destroying the fabric of socialist society with selfish individualistic views. He speaks out against all those in Soviet society who, in his opinion, are drifting away from having proper communist attitudes and are adopting a pro-capitalist outlook. He fully supports a Socialist centrally controlled economic model. 	<ul style="list-style-type: none"> • During this time, the USSR was struggling to make economic reforms to compete with Western economies. [historical situation] • As the former editor in chief of the Communist Party’s journal, the author was probably a strong supporter of the Party. [POV] • Since the article was published in the largest Soviet newspaper, it was intended to reach both Communist Party members and the Soviet population in general as a piece of propaganda. [audience, purpose] • During this time, some Soviet citizens were attracted to the wealth and diversity of goods in capitalist societies. [historical situation]

Question 2: Long Essay Question, Exchange Networks and Social/Cultural Change

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 1200–1750 networks of exchange led to the spread of religions, cultures, ideas, and traditions in many parts of Afro-Eurasia.

Develop an argument that evaluates the extent to which exchange networks contributed to social or cultural change in Afro-Eurasia during this period.

Reporting Category	Scoring Criteria	
<p>Row A Thesis/Claim [0-1 points]</p>	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point 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"> • Are not historically defensible. • Only restate or rephrase the prompt. • Do not respond to the prompt. • Do not establish a line of reasoning. • Are overgeneralized. 		<p>Responses that earn this point:</p> <ul style="list-style-type: none"> • Provide a historically defensible thesis or claim about the extent to which exchange networks contributed to social or cultural change in Afro-Eurasia in the period circa 1200–1750. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument.
<p>Examples that do not earn this point:</p> <p>Provide a restatement of the prompt</p> <ul style="list-style-type: none"> • <i>“Networks of exchange led to the spread of religions, cultures, ideas, and traditions in significant ways.”</i> <p>Provide a historically defensible claim, but do not establish a line of reasoning</p> <ul style="list-style-type: none"> • <i>“European explorers went to Africa.”</i> <p>Provides a claim that is not historically defensible</p> <ul style="list-style-type: none"> • <i>“The spread of Islam was caused by the growth of empires and not by traders.”</i> <p>Does not focus on the topic of the prompt</p> <ul style="list-style-type: none"> • <i>“Explorers spread disease on ships along trade routes.”</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>“Within the Mongol khanates trade networks flourished under the Pax Mongolica, which made travel easier and safer and thus led to the spread of cultural practices like Buddhism and Islam.”</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>“The expansion of European transoceanic trading empires, contributed to cultural change in Afro-Eurasia mostly through the spread of Christianity, although in some instances it also led to the emergence of new syncretic religious practices, or to non-Western societies closing off and rejecting Western cultural practices.”</i> <p>Establish a line of reasoning</p> <ul style="list-style-type: none"> • <i>“Islam expanded beyond the Middle East often because of the activities of merchants.”</i> [Minimally acceptable thesis/claim]
<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 Contextualization</p>	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Describes a broader historical context relevant to the prompt.</p>
<p>[0-1 points]</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>Examples 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>“Land-based empires expanded by centralizing their armies.”</i> <p>Provide a passing phrase or reference</p> <ul style="list-style-type: none"> • <i>“The spread of Buddhism impacted Afro-Eurasia.”</i> 	<p>Responses that earn this point:</p> <ul style="list-style-type: none"> • Accurately describe a context relevant to exchange networks and/or social or cultural change in Afro-Eurasia in the period circa 1200–1750. <p>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> • Silk Roads trade networks • Indian Ocean trade networks • Trans-Saharan trade networks • European trading in the Indian Ocean • The Mongol khanates • Expansion of Islam in Asia and Africa • Portuguese trading-post empire in Asia • Emergence of socially and culturally diverse land-based empires • The Renaissance • Protestant and Catholic Reformations • Ming exploration and reconnaissance in the Indian Ocean <p>Example of acceptable contextualization:</p> <ul style="list-style-type: none"> • <i>“For centuries, the Silk Roads had connected China with Central Asia, the Middle East, and even Europe.”</i> • <i>“The spread of Chinese culture led to the adoption of Confucianism in parts of Southeast Asia.”</i> [Minimally acceptable contextualization]
	<p>Additional Notes:</p> <ul style="list-style-type: none"> • 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. • To earn this point, the context provided must be more than a phrase or reference. 	

Reporting Category	Scoring Criteria		
<p>Row C Evidence [0-2 points]</p>	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Provides specific examples of at least two pieces of evidence relevant to the topic of the prompt.</p>	<p>2 points Supports an argument in response to the prompt using at least two pieces of specific and relevant evidence.</p>
Decision Rules and Scoring Notes			
	<p>Responses that do not earn points:</p> <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. <p>Examples that do not earn points:</p> <p>Provide evidence that is outside the time period or region</p> <ul style="list-style-type: none"> <i>“As ideas of nationalism spread, new nations were unified in places like Europe.”</i> <p>Repeat information that is specified in the prompt</p> <ul style="list-style-type: none"> <i>“Religions, cultures, and traditions spread along trade networks in Afro-Eurasia.”</i> 	<p>Responses that earn 1 point:</p> <ul style="list-style-type: none"> Identify at least two specific historical examples relevant to exchange networks and social or cultural change in Afro- Eurasia in the period circa 1200–1750. <p>Examples of evidence that are specific and relevant include the following [two examples required]:</p> <ul style="list-style-type: none"> Specific information about major merchant groups or merchant diasporas, such as, Jewish, Arab, Indian, Chinese, or Armenian merchants. Information about specific trade-based cross-cultural encounters in Afro Eurasia, for example Europeans in Japan or Persian or Omani merchants in East Africa. European chartered and/or joint-stock companies active in Afro-Eurasia, such as the English East India Company [EIC], the Dutch East India Company [VOC], or the English Royal African Company <i>Pax Mongolica</i> and travel and trade under the Mongol khanates Expulsion of Jews from European cities and kingdoms and the resettlement of many Jews in the Ottoman Empire. Major trading ports serving as entrepots, such as Melaka, Calicut, Cairo, Venice Spread of religion or other cultural practices by merchants, including Christianity, Islam, etc. Luxury trade, such as trade in spices, silk, porcelain, etc. leading to closer cultural contacts between regions. Exchange of ideas, such as the transmission of Greco-Roman scientific and philosophical knowledge from the Muslim world to Western Europe, or the spread of Indian mathematical knowledge to the Islamic world Large-scale enslavement of Africans and the Atlantic slave trade 	<p>Responses that earn 2 points:</p> <ul style="list-style-type: none"> Use at least two specific historical examples to support an argument regarding the extent to which exchange networks contributed to social or cultural change in Afro-Eurasia in the period circa 1200–1750. <p>Examples that successfully support an argument with evidence:</p> <ul style="list-style-type: none"> <i>“Eastern inventions like the compass, the astrolabe, and gunpowder were adopted by Europeans, greatly improving maritime knowledge and shipbuilding, which ultimately led to the development of Portuguese trading posts in Africa and India, where missionaries began their efforts to spread Christianity.”</i> [Uses evidence to support an argument about the spread of technology and trade contributing to cultural change] <i>“After being expelled from Spain and other European countries, Jewish populations settled in the Ottoman Empire, bringing their own cultural practices and contributing to the flourishing of both Jewish and Ottoman culture.”</i> [Uses evidence to support an argument about the degree to which migration and trade contributed to cultural change]

		<p>Example of a statement that earns one point for evidence:</p> <ul style="list-style-type: none">• <i>“Using their seafaring knowledge, Arab and Persian merchants settled in the cities of the Swahili Coast of East Africa.”</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.• 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.			

Reporting Category	Scoring Criteria		
<p>Row D Analysis and Reasoning</p>	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Uses historical reasoning [e.g., comparison, causation, continuity, and change] to frame or structure an argument that addresses the prompt.</p>	<p>2 points 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>[0-2 points]</p>	Decision Rules and Scoring Notes		
	<p>Responses that do not earn points:</p> <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 does not use it to frame or structure an argument. 	<p>Responses that earn 1 point:</p> <ul style="list-style-type: none"> Must demonstrate the use of historical reasoning to frame or structure an argument about the extent to which exchange networks contributed to social or cultural change in Afro-Eurasia in the period circa 1200–1750. The reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking specificity. 	<p>Responses that earn 2 points:</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"> Explaining multiple themes or perspectives to explore complexity or nuance; OR Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR Explaining both cause and effect, both similarity and difference, or both continuity and change; OR 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. <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"> Explaining how multiple pieces of specific and relevant evidence [at least four] support a nuanced or complex argument that responds to the prompt; OR Using evidence effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt.
<p>Examples that do not earn points:</p> <p>Provide evidence but offer no reasoning to connect the evidence to an argument</p> <ul style="list-style-type: none"> <i>“Islam spread along trade routes in Afro-Eurasia.”</i> 	<p>Using a historical reasoning process to frame or structure an argument could include:</p> <ul style="list-style-type: none"> Explaining how Muslim merchants brought crops from South and East Asia westward, leading to social changes related to the cultivation and consumption of these crops—for example the development of the plantation system related to the spread of sugar cultivation. Explaining how the voyages of Zheng He significantly expanded the practice of tribute-trade between China and many Asian societies, contributing to cultural exchange. 	<p>Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> Explaining the relationship between trade expansion and cultural or religious syncretism, wherein Chinese merchants establishing connections in other parts of Asia spread Confucian ideals and Buddhism, leading to new forms like Zen in Japan and Mahayana in Southeast Asia. [Explains relevant and insightful connections between regions] Demonstrating how trade along the African coast enriched European slave traders and other merchants and also adhered to local African practices, while in the long run depleting African resources, leading to 	

		<p>Example of acceptable use of historical reasoning:</p> <ul style="list-style-type: none"> • <i>“The creation of joint stock companies allowed for longer maritime voyages by armed vessels. The financial backing and weaponry allowed such companies to ultimately establish plantations that used forced labor systems to produce desired goods like coffee for European consumers, uprooting local land and labor practices, and replacing them with European ones.”</i> [Indicates a cause of European traditions being imposed in Southeast Asia] 	<p>a power imbalance. [Explains nuance, considers both causes and effects]</p> <ul style="list-style-type: none"> • Explaining how multiple pieces of specific and relevant evidence support a nuanced argument about the prompt. For example, explaining how the spread of Islam transformed sub-Saharan African societies and cultures by showing that Muslim rulers of the Mali Empire sponsored Islamic learning in the libraries and schools of Timbuktu, attended the Muslim pilgrimage in Mecca, adopted Muslim dress and cultural practices regarding the separation of genders, and built monumental religious architecture combining Islamic and African features and styles. [Explains how at least four pieces of evidence support a nuanced or complex argument]
<p>Additional Notes:</p> <ul style="list-style-type: none"> • 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. • This complex understanding must be part of the argument and may be demonstrated in any part of the response. • 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. 			

Question 3: Long Essay Question, Industrialization and Economic/Social Change

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, societies across the globe were affected by new technologies that transformed methods of production.

Develop an argument that evaluates the extent to which the growth of industrialization led to economic or social change during this period.

Reporting Category	Scoring Criteria	
<p>Row A Thesis/Claim [0-1 points]</p>	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point 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"> • Are not historically defensible. • Only restate or rephrase the prompt. • Do not respond to the prompt. • Do not establish a line of reasoning. • Are overgeneralized. 		<p>Responses that earn this point:</p> <ul style="list-style-type: none"> • Provide a historically defensible thesis or claim about the extent to which the growth of industrialization led to economic or social change in the period circa 1750–1900. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument.
<p>Examples that do not earn this point:</p> <p>Provide a restatement of the prompt</p> <ul style="list-style-type: none"> • <i>“The process of industrialization contributed to changes in the eighteenth and nineteenth centuries.”</i> <p>Provide a historically defensible claim, but do not establish a line of reasoning</p> <ul style="list-style-type: none"> • <i>“Factories used new steam power technologies.”</i> <p>Do not respond to the prompt</p> <ul style="list-style-type: none"> • <i>“The Enlightenment led to the development of new political rights.”</i> <p>Provide a claim that is not historically defensible</p> <ul style="list-style-type: none"> • <i>“Industrialization rapidly spread outside of Europe during the eighteenth century.”</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>“Industrialization changed economies from mostly agricultural to industrial factory production, which often led to improved standards of living.”</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>“The spread of industrialization across Europe and North America transformed societies by changing patterns of employment, increasing productivity, altering family structures, and causing large-scale population movements from rural agrarian communities to cities with factories.”</i> <p>Establish a line of reasoning</p> <ul style="list-style-type: none"> • <i>“Industrialization caused cities and towns with factories to grow rapidly.”</i> [Minimally acceptable thesis/claim]
<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 Contextualization</p>	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Describes a broader historical context relevant to the prompt.</p>
<p>[0-1 points]</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>Examples 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 Glorious Revolution resolved the conflicts between Protestants and Catholics in England.”</i> <p>Provide an overgeneralized statement</p> <ul style="list-style-type: none"> • <i>“Workers were unhappy about industrialization for many reasons.”</i> 	<p>Responses that earn this point:</p> <ul style="list-style-type: none"> • Accurately describe a context relevant to the growth of industrialization circa 1750–1900. <p>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> • Traditional agrarian economies and social structures • Changing gender structures in communities and in employment • Removal of traditional barriers to economic activity or to the free movement of labor [e.g., feudal or guild rules and restrictions] • England’s natural resources [coal, iron, rivers] and existing transportation network [canals] that allowed it to industrialize • The Scientific Revolution and/or key technological developments that led to industrialization • The Enlightenment • European imperial expansion and the accumulation of profits from colonial economic activities in the metropole • Imperial competition between Western imperialist powers • Mercantilism and European maritime trading empires from the seventeenth and eighteenth centuries • The trans-Atlantic slave trade • Plantation economies and the Atlantic System <p>Example of acceptable contextualization:</p> <ul style="list-style-type: none"> • <i>“European imperialism contributed to the spread of Industrialization by spreading European economic practices and connecting colonial markets with European economies.”</i> • <i>“Scientific advances made industrialization possible.”</i> [Minimally acceptable contextualization] 	
<p>Additional Notes:</p> <ul style="list-style-type: none"> • 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. • To earn this point, the context provided must be more than a phrase or reference. 		

Reporting Category	Scoring Criteria								
<p>Row C Evidence [0-2 points]</p>	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Provides specific examples of at least two pieces of evidence relevant to the topic of the prompt.</p>	<p>2 points Supports an argument in response to the prompt using at least two pieces of specific and relevant evidence.</p>						
Decision Rules and Scoring Notes									
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="327 435 747 625" style="width: 33%; vertical-align: top;"> <p>Responses that do not earn points:</p> <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. <p>Examples that do not earn points:</p> <p>Provide evidence that is outside the time period or region of the prompt</p> <ul style="list-style-type: none"> • <i>“New sources of energy such as nuclear and solar power contributed to economic growth.”</i> <p>Repeat information that is specified in the prompt</p> <ul style="list-style-type: none"> • <i>“Industrialization changed so many things in society, including new technologies and the way things were produced.”</i> </td> <td data-bbox="747 435 1377 625" style="width: 33%; vertical-align: top;"> <p>Responses that earn 1 point:</p> <ul style="list-style-type: none"> • Identify at least two specific historical examples relevant to the growth of industrialization circa 1750–1900. </td> <td data-bbox="1377 435 1950 625" style="width: 33%; vertical-align: top;"> <p>Responses that earn 2 points:</p> <ul style="list-style-type: none"> • Use at least two specific historical examples to support an argument regarding the extent to which the growth of industrialization led to economic or social change in the period circa 1750–1900. </td> </tr> <tr> <td data-bbox="327 625 747 1481" style="vertical-align: top;"></td> <td data-bbox="747 625 1377 1481" style="vertical-align: top;"> <p>Examples of evidence that are specific and relevant include the following [two examples required]:</p> <ul style="list-style-type: none"> • Factories and new labor organization in the factory system • New forms of energy, such as coal, steam, and water power • New forms of transportation and communication, such as railways or telegraphs • Technologies of the Second Industrial Revolution, such as cheap steel, electricity, chemicals, precision machinery • Examples of migration, such as rural to urban migration to factories in cities, or indentured Chinese migrants to build railways • Changing family structures, such as increased wage employment of women and children in factories or corporations • Specific details about the growth of imperialist economic systems that extracted natural resources and cash crops from colonies and exported finished goods from Europe • The growth of various urban problems such as pollution, overcrowding, disease, crime • Government responses to urban problems such as policing, fire departments, health codes, public education • New ideologies and/or calls for reform in response to the problems of industrial society • Mass production of new products and the growth of consumer culture </td> <td data-bbox="1377 625 1950 1481" style="vertical-align: top;"> <p>Examples that successfully support an argument with evidence:</p> <ul style="list-style-type: none"> • <i>“Industrialization forced people off the land into the cities, where they became the new working class, and the terrible working conditions they found in the cities led to the rise of socialist movements.”</i> [Uses evidence to support an argument about industrialization leading to economic and social change] • <i>“The mass production of new consumer products, such as ready-made clothing, the rise of large-scale retailers such as department stores, and the widespread use of advertising contributed to the growth of consumer culture, where groups identify themselves by what they purchase and consume.”</i> [Uses evidence to support an argument about industrialization and the growth of consumer culture] </td> </tr> </table>				<p>Responses that do not earn points:</p> <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. <p>Examples that do not earn points:</p> <p>Provide evidence that is outside the time period or region of the prompt</p> <ul style="list-style-type: none"> • <i>“New sources of energy such as nuclear and solar power contributed to economic growth.”</i> <p>Repeat information that is specified in the prompt</p> <ul style="list-style-type: none"> • <i>“Industrialization changed so many things in society, including new technologies and the way things were produced.”</i> 	<p>Responses that earn 1 point:</p> <ul style="list-style-type: none"> • Identify at least two specific historical examples relevant to the growth of industrialization circa 1750–1900. 	<p>Responses that earn 2 points:</p> <ul style="list-style-type: none"> • Use at least two specific historical examples to support an argument regarding the extent to which the growth of industrialization led to economic or social change in the period circa 1750–1900. 		<p>Examples of evidence that are specific and relevant include the following [two examples required]:</p> <ul style="list-style-type: none"> • Factories and new labor organization in the factory system • New forms of energy, such as coal, steam, and water power • New forms of transportation and communication, such as railways or telegraphs • Technologies of the Second Industrial Revolution, such as cheap steel, electricity, chemicals, precision machinery • Examples of migration, such as rural to urban migration to factories in cities, or indentured Chinese migrants to build railways • Changing family structures, such as increased wage employment of women and children in factories or corporations • Specific details about the growth of imperialist economic systems that extracted natural resources and cash crops from colonies and exported finished goods from Europe • The growth of various urban problems such as pollution, overcrowding, disease, crime • Government responses to urban problems such as policing, fire departments, health codes, public education • New ideologies and/or calls for reform in response to the problems of industrial society • Mass production of new products and the growth of consumer culture 	<p>Examples that successfully support an argument with evidence:</p> <ul style="list-style-type: none"> • <i>“Industrialization forced people off the land into the cities, where they became the new working class, and the terrible working conditions they found in the cities led to the rise of socialist movements.”</i> [Uses evidence to support an argument about industrialization leading to economic and social change] • <i>“The mass production of new consumer products, such as ready-made clothing, the rise of large-scale retailers such as department stores, and the widespread use of advertising contributed to the growth of consumer culture, where groups identify themselves by what they purchase and consume.”</i> [Uses evidence to support an argument about industrialization and the growth of consumer culture]
<p>Responses that do not earn points:</p> <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. <p>Examples that do not earn points:</p> <p>Provide evidence that is outside the time period or region of the prompt</p> <ul style="list-style-type: none"> • <i>“New sources of energy such as nuclear and solar power contributed to economic growth.”</i> <p>Repeat information that is specified in the prompt</p> <ul style="list-style-type: none"> • <i>“Industrialization changed so many things in society, including new technologies and the way things were produced.”</i> 	<p>Responses that earn 1 point:</p> <ul style="list-style-type: none"> • Identify at least two specific historical examples relevant to the growth of industrialization circa 1750–1900. 	<p>Responses that earn 2 points:</p> <ul style="list-style-type: none"> • Use at least two specific historical examples to support an argument regarding the extent to which the growth of industrialization led to economic or social change in the period circa 1750–1900. 							
	<p>Examples of evidence that are specific and relevant include the following [two examples required]:</p> <ul style="list-style-type: none"> • Factories and new labor organization in the factory system • New forms of energy, such as coal, steam, and water power • New forms of transportation and communication, such as railways or telegraphs • Technologies of the Second Industrial Revolution, such as cheap steel, electricity, chemicals, precision machinery • Examples of migration, such as rural to urban migration to factories in cities, or indentured Chinese migrants to build railways • Changing family structures, such as increased wage employment of women and children in factories or corporations • Specific details about the growth of imperialist economic systems that extracted natural resources and cash crops from colonies and exported finished goods from Europe • The growth of various urban problems such as pollution, overcrowding, disease, crime • Government responses to urban problems such as policing, fire departments, health codes, public education • New ideologies and/or calls for reform in response to the problems of industrial society • Mass production of new products and the growth of consumer culture 	<p>Examples that successfully support an argument with evidence:</p> <ul style="list-style-type: none"> • <i>“Industrialization forced people off the land into the cities, where they became the new working class, and the terrible working conditions they found in the cities led to the rise of socialist movements.”</i> [Uses evidence to support an argument about industrialization leading to economic and social change] • <i>“The mass production of new consumer products, such as ready-made clothing, the rise of large-scale retailers such as department stores, and the widespread use of advertising contributed to the growth of consumer culture, where groups identify themselves by what they purchase and consume.”</i> [Uses evidence to support an argument about industrialization and the growth of consumer culture] 							

		Example of a statement that earns one point for evidence: <ul style="list-style-type: none">• <i>“Workers left places where there was famine, like Ireland and China, and moved to other countries, most notably the United States.”</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, 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.			

Reporting Category	Scoring Criteria		
<p>Row D Analysis and Reasoning</p>	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Uses historical reasoning [e.g., comparison, causation, continuity, and change] to frame or structure an argument that addresses the prompt.</p>	<p>2 points 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>[0-2 points]</p>	Decision Rules and Scoring Notes		
	<p>Responses that do not earn points:</p> <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 does not use it to frame or structure an argument. 	<p>Responses that earn 1 point:</p> <ul style="list-style-type: none"> Must demonstrate the use of historical reasoning to frame or structure an argument about the extent to which the growth of industrialization led to economic or social change in the period circa 1750–1900. The reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking specificity. 	<p>Responses that earn 2 points:</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"> Explaining multiple themes or perspectives to explore complexity or nuance; OR Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR Explaining both cause and effect, both similarity and difference, or both continuity and change; OR 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. <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"> Explaining how multiple pieces of specific and relevant evidence [at least four] support a nuanced or complex argument that responds to the prompt; OR Using evidence effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt.
	<p>Examples that do not earn points:</p> <p>Include evidence but no reasoning to connect the evidence to an argument</p> <ul style="list-style-type: none"> <i>“Factories used machines to make cloth.”</i> 	<p>Using a historical reasoning process to frame or structure an argument could include:</p> <ul style="list-style-type: none"> Explaining how the use of mechanization in textile production allowed British producers to undercut the prices of Indian textiles, which led to the decline of Indian manufacturing. Explaining how the economic opportunities presented by American industrialization enticed European peasants to migrate to the Americas in search of new economic opportunities. 	<p>Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> Explaining how multiple pieces of specific and relevant evidence support a nuanced argument about the prompt. For example, explaining how industrialization affected various classes and social groups, touching upon industrialization’s impact on the landed aristocracy, the new industrial bourgeoisie, the new working class, bourgeois women, working class women, and the new urban proletariat. [Explains how at least four pieces of evidence support a nuanced or complex argument] Explaining how rapid industrialization in regions like Germany or the United States influenced Japanese military and economic innovations

		<p>Example of acceptable use of historical reasoning:</p> <ul style="list-style-type: none"> • <i>“British industrialization of the cotton textile production contributed to the decline of handicraft cotton weaving in India, which had widespread effects on India’s economy and the lives of Indian artisans.”</i> [Indicates an effect of the spread of industrialization in Asia] 	<p>and Japan’s corresponding bid for Great Power status, which ultimately led to urbanization, modernization, and the desire to expand their empire. [Explains relevant and insightful connections between regions]</p> <ul style="list-style-type: none"> • Explaining how industrialization contributed to rapid economic growth and modernization, which allowed some states to expand, while also explaining how industrialization disrupted traditional ways of living for many poor or rural populations in Europe, Asia, Africa, and the Americas. [Explains nuance by exploring multiple perspectives]
<p>Additional Notes:</p> <ul style="list-style-type: none"> • 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. • This complex understanding must be part of the argument and may be demonstrated in any part of the response. • 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. 			

Question 4: Long Essay Question, New Technologies and Individuals

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 twentieth century, technological advances in communication, transportation, medicine, agriculture, and other fields shaped human development and interactions with both intended and unintended consequences.

Develop an argument that evaluates the extent to which new technologies improved the lives of individuals during this period.

Reporting Category	Scoring Criteria	
<p>Row A Thesis/Claim [0-1 points]</p>	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point 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"> • Are not historically defensible. • Only restate or rephrase the prompt. • Do not respond to the prompt. • Do not establish a line of reasoning. • Are overgeneralized. 		<p>Responses that earn this point:</p> <ul style="list-style-type: none"> • Provide a historically defensible thesis or claim about the extent to which new technologies improved the lives of individuals during the twentieth century. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument.
<p>Examples that do not earn this point:</p> <p>Provide a restatement of the prompt</p> <ul style="list-style-type: none"> • <i>“New technology improved the lives of people in the twentieth century.”</i> <p>Provide a historically defensible claim, but do not establish a line of reasoning</p> <ul style="list-style-type: none"> • <i>“The internet and computers changed daily life for many people.”</i> <p>Provide a claim that is not historically defensible</p> <ul style="list-style-type: none"> • <i>“Improved health care and new technologies spread all over the world in the first half of the twentieth century, ending famine and spurring huge population growth.”</i> <p>Do not focus on the topic of the prompt</p> <ul style="list-style-type: none"> • <i>“The Cold War was a conflict between capitalism and communism.”</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>“New transportation technologies like airplanes and container ships brought people into much closer contact and increased the availability of many new products.”</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>“During the twentieth century, significant improvements in medicine and pharmaceutical research significantly improved the lives of people around the world by reducing child mortality, lowering mortality from infectious and epidemic diseases, as well all allowing people to live longer with many chronic diseases, such as cancer and diabetes, all of which contributed to longer life expectancies as well as growing populations.”</i> <p>Establish a line of reasoning</p> <ul style="list-style-type: none"> • <i>“Increased industrialization harmed the lives of many individuals through environmental pollution.”</i> [Minimally acceptable thesis/claim]
<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 Contextualization</p>	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Describes a broader historical context relevant to the prompt.</p>
<p>[0-1 points]</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>Examples 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>“Decolonization led to the redrawing of some national borders.”</i> <p>Provide an overly generalized statement about the time period referenced in the prompt</p> <ul style="list-style-type: none"> <i>“The twentieth century was an incredible time for medicine.”</i> 	<p>Responses that earn this point:</p> <ul style="list-style-type: none"> Accurately describe a context relevant to new technologies or improvement of individuals’ lives during the twentieth 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 First or Second Industrial Revolutions Major scientific and technological advances in sanitation and medicine Increasing speed and volume of communication, transportation, and mobility Advances in agricultural production and biotechnology; the Green Revolution Increased mobility, such as advances in transportation, contributing to spread of diseases Global conflicts, such as the First World War, contributing to the spread of many new military technologies and tactics New technologies that contributed to the growth of state power and its expanding roles in economies and societies States and societies striving to protect the rights of disadvantaged groups, such as women and minorities Conservation movements and environmental movements Nuclear energy and weapons, and the Cold War Ideological or religious responses to the spread of industrialization or new technologies, such as religious fundamentalism, modernization movements, populism, or ethnic nationalism <p>Example of acceptable contextualization:</p> <ul style="list-style-type: none"> <i>“The Green Revolution relied on biotechnology to create new, more resilient crop varieties, as well as on advances in chemical engineering that allowed for the more efficient mass production of fertilizers and pesticides.”</i> <i>“Late nineteenth-century inventions like the telegraph and the telephone started a communication revolution.”</i> [Minimally acceptable contextualization] 	
<p>Additional Notes:</p> <ul style="list-style-type: none"> 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. To earn this point, the context provided must be more than a phrase or reference. 		

Reporting Category	Scoring Criteria					
<p>Row C Evidence [0-2 points]</p>	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Provides specific examples of at least two pieces of evidence relevant to the topic of the prompt.</p>	<p>2 points Supports an argument in response to the prompt using at least two pieces of specific and relevant evidence.</p>			
Decision Rules and Scoring Notes						
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; vertical-align: top; padding: 5px;"> <p>Responses that do not earn points:</p> <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. <p>Examples that do not earn points:</p> <p>Repeat information that is specified in the prompt</p> <ul style="list-style-type: none"> • <i>“New technologies changed peoples’ lives in many ways.”</i> <p>Provide evidence that is outside the time period specified in the prompt</p> <ul style="list-style-type: none"> • <i>“The telegraph helped empires communicate with and control their territories.”</i> </td> <td style="width: 33%; vertical-align: top; padding: 5px;"> <p>Responses that earn 1 point:</p> <ul style="list-style-type: none"> • Identify at least two specific historical examples relevant to new technologies and improving individuals’ lives during the twentieth century. <p>Examples of evidence that are specific and relevant include the following [two examples required]:</p> <ul style="list-style-type: none"> • Medical advancements that contributed to increased life expectancy and population growth, such as vaccines or immunizations, antibiotics • International movements to address major epidemics or pandemics, such as Ebola, influenza, or HIV/AIDS • Birth control and other advances in women’s health or family planning • Increased life expectancy, rapid population growth, and their wide-ranging effects • Growth of consumer culture and new products • Nuclear energy and weapons, the threat of global nuclear war • Specific details about new transportation or communications technologies or growth of transregional migrations • The rise of labor movements to address changing working conditions due to new technologies • The growth of environmental movements to protect or conserve resources and limit pollution or other harm to the environment • New military technologies and tactics such as poison gas, tanks, firebombing campaigns, and industrial methods of genocide made warfare deadlier for combatants and non-combatants <p>Example of a statement that earns one point for evidence:</p> <ul style="list-style-type: none"> • <i>“The use of personal computers and the creation of the internet affected economic productivity.”</i> </td> <td style="width: 33%; vertical-align: top; padding: 5px;"> <p>Responses that earn 2 points:</p> <ul style="list-style-type: none"> • Use at least two specific historical examples to support an argument regarding the extent to which new technologies improved the lives of individuals during the twentieth century. <p>Examples that successfully support an argument with evidence:</p> <ul style="list-style-type: none"> • <i>“The use of technologies to automate or outsource economic production in many manufacturing industries led some workers to organize into labor unions which, in some places, succeeded in negotiating legal protections for workers.”</i> [Uses evidence to support an argument about the negative impact of mechanization on industrial jobs in the West] • <i>“The availability of modern medicine, especially vaccines and antibiotics, as well as advances in agriculture like the Green Revolution, which increased the global food supply, contributed to huge gains in public health, reducing infectious diseases in particular.”</i> [Uses evidence to support an argument about modern technologies improving health] </td> </tr> </table>				<p>Responses that do not earn points:</p> <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. <p>Examples that do not earn points:</p> <p>Repeat information that is specified in the prompt</p> <ul style="list-style-type: none"> • <i>“New technologies changed peoples’ lives in many ways.”</i> <p>Provide evidence that is outside the time period specified in the prompt</p> <ul style="list-style-type: none"> • <i>“The telegraph helped empires communicate with and control their territories.”</i> 	<p>Responses that earn 1 point:</p> <ul style="list-style-type: none"> • Identify at least two specific historical examples relevant to new technologies and improving individuals’ lives during the twentieth century. <p>Examples of evidence that are specific and relevant include the following [two examples required]:</p> <ul style="list-style-type: none"> • Medical advancements that contributed to increased life expectancy and population growth, such as vaccines or immunizations, antibiotics • International movements to address major epidemics or pandemics, such as Ebola, influenza, or HIV/AIDS • Birth control and other advances in women’s health or family planning • Increased life expectancy, rapid population growth, and their wide-ranging effects • Growth of consumer culture and new products • Nuclear energy and weapons, the threat of global nuclear war • Specific details about new transportation or communications technologies or growth of transregional migrations • The rise of labor movements to address changing working conditions due to new technologies • The growth of environmental movements to protect or conserve resources and limit pollution or other harm to the environment • New military technologies and tactics such as poison gas, tanks, firebombing campaigns, and industrial methods of genocide made warfare deadlier for combatants and non-combatants <p>Example of a statement that earns one point for evidence:</p> <ul style="list-style-type: none"> • <i>“The use of personal computers and the creation of the internet affected economic productivity.”</i> 	<p>Responses that earn 2 points:</p> <ul style="list-style-type: none"> • Use at least two specific historical examples to support an argument regarding the extent to which new technologies improved the lives of individuals during the twentieth century. <p>Examples that successfully support an argument with evidence:</p> <ul style="list-style-type: none"> • <i>“The use of technologies to automate or outsource economic production in many manufacturing industries led some workers to organize into labor unions which, in some places, succeeded in negotiating legal protections for workers.”</i> [Uses evidence to support an argument about the negative impact of mechanization on industrial jobs in the West] • <i>“The availability of modern medicine, especially vaccines and antibiotics, as well as advances in agriculture like the Green Revolution, which increased the global food supply, contributed to huge gains in public health, reducing infectious diseases in particular.”</i> [Uses evidence to support an argument about modern technologies improving health]
<p>Responses that do not earn points:</p> <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. <p>Examples that do not earn points:</p> <p>Repeat information that is specified in the prompt</p> <ul style="list-style-type: none"> • <i>“New technologies changed peoples’ lives in many ways.”</i> <p>Provide evidence that is outside the time period specified in the prompt</p> <ul style="list-style-type: none"> • <i>“The telegraph helped empires communicate with and control their territories.”</i> 	<p>Responses that earn 1 point:</p> <ul style="list-style-type: none"> • Identify at least two specific historical examples relevant to new technologies and improving individuals’ lives during the twentieth century. <p>Examples of evidence that are specific and relevant include the following [two examples required]:</p> <ul style="list-style-type: none"> • Medical advancements that contributed to increased life expectancy and population growth, such as vaccines or immunizations, antibiotics • International movements to address major epidemics or pandemics, such as Ebola, influenza, or HIV/AIDS • Birth control and other advances in women’s health or family planning • Increased life expectancy, rapid population growth, and their wide-ranging effects • Growth of consumer culture and new products • Nuclear energy and weapons, the threat of global nuclear war • Specific details about new transportation or communications technologies or growth of transregional migrations • The rise of labor movements to address changing working conditions due to new technologies • The growth of environmental movements to protect or conserve resources and limit pollution or other harm to the environment • New military technologies and tactics such as poison gas, tanks, firebombing campaigns, and industrial methods of genocide made warfare deadlier for combatants and non-combatants <p>Example of a statement that earns one point for evidence:</p> <ul style="list-style-type: none"> • <i>“The use of personal computers and the creation of the internet affected economic productivity.”</i> 	<p>Responses that earn 2 points:</p> <ul style="list-style-type: none"> • Use at least two specific historical examples to support an argument regarding the extent to which new technologies improved the lives of individuals during the twentieth century. <p>Examples that successfully support an argument with evidence:</p> <ul style="list-style-type: none"> • <i>“The use of technologies to automate or outsource economic production in many manufacturing industries led some workers to organize into labor unions which, in some places, succeeded in negotiating legal protections for workers.”</i> [Uses evidence to support an argument about the negative impact of mechanization on industrial jobs in the West] • <i>“The availability of modern medicine, especially vaccines and antibiotics, as well as advances in agriculture like the Green Revolution, which increased the global food supply, contributed to huge gains in public health, reducing infectious diseases in particular.”</i> [Uses evidence to support an argument about modern technologies improving health] 				
<p>Additional Notes:</p> <ul style="list-style-type: none"> • Typically, statements credited as evidence will be more specific than statements credited as contextualization. 						

- | | |
|--|--|
| | <ul style="list-style-type: none">• 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. |
|--|--|

Reporting Category	Scoring Criteria					
<p>Row D Analysis and Reasoning</p> <p>[0-2 points]</p>	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Uses historical reasoning [e.g., comparison, causation, continuity, and change] to frame or structure an argument that addresses the prompt.</p>	<p>2 points Demonstrates a complex understanding of the historical development that is the focus of the prompt through sophisticated argumentation and/or effective use of evidence.</p>			
Decision Rules and Scoring Notes						
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="327 456 627 1117" style="width: 25%; vertical-align: top;"> <p>Responses that do not earn points:</p> <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 does not use it to frame or structure an argument. </td> <td data-bbox="627 456 1199 1117" style="width: 25%; vertical-align: top;"> <p>Responses that earn 1 point:</p> <ul style="list-style-type: none"> • Must demonstrate the use of historical reasoning to frame or structure an argument about the extent to which new technologies improved the lives of individuals during the twentieth century. The reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking specificity. </td> <td data-bbox="1199 456 1950 1117" style="width: 50%; vertical-align: top;"> <p>Responses that earn 2 points:</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"> • Explaining multiple themes or perspectives to explore complexity or nuance; OR • Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR • Explaining both cause and effect, both similarity and difference, or both continuity and change; OR • 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. <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"> • Explaining how multiple pieces of specific and relevant evidence [at least four] support a nuanced or complex argument that responds to the prompt; OR • Using evidence effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt. </td> </tr> </table>				<p>Responses that do not earn points:</p> <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 does not use it to frame or structure an argument. 	<p>Responses that earn 1 point:</p> <ul style="list-style-type: none"> • Must demonstrate the use of historical reasoning to frame or structure an argument about the extent to which new technologies improved the lives of individuals during the twentieth century. The reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking specificity. 	<p>Responses that earn 2 points:</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"> • Explaining multiple themes or perspectives to explore complexity or nuance; OR • Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR • Explaining both cause and effect, both similarity and difference, or both continuity and change; OR • 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. <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"> • Explaining how multiple pieces of specific and relevant evidence [at least four] support a nuanced or complex argument that responds to the prompt; OR • Using evidence effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt.
<p>Responses that do not earn points:</p> <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 does not use it to frame or structure an argument. 	<p>Responses that earn 1 point:</p> <ul style="list-style-type: none"> • Must demonstrate the use of historical reasoning to frame or structure an argument about the extent to which new technologies improved the lives of individuals during the twentieth century. The reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking specificity. 	<p>Responses that earn 2 points:</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"> • Explaining multiple themes or perspectives to explore complexity or nuance; OR • Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR • Explaining both cause and effect, both similarity and difference, or both continuity and change; OR • 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. <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"> • Explaining how multiple pieces of specific and relevant evidence [at least four] support a nuanced or complex argument that responds to the prompt; OR • Using evidence effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt. 				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="327 1117 627 1472" style="width: 25%; vertical-align: top;"> <p>Examples that do not earn points:</p> <p>Provide evidence but offer no reasoning to connect the evidence to an argument</p> <ul style="list-style-type: none"> • <i>“The internet made global communication easier.”</i> </td> <td data-bbox="627 1117 1199 1472" style="width: 25%; vertical-align: top;"> <p>Using a historical reasoning process to frame or structure an argument could include:</p> <ul style="list-style-type: none"> • Explaining how the creation of vaccines significantly reduced deaths from common diseases like smallpox, which improved people’s lives and led to huge population growth. • Explaining how the creation of cellular communications technology provided individuals all over the world with fast, direct communications, which led to more entrepreneurship and social bonds. </td> <td data-bbox="1199 1117 1950 1472" style="width: 50%; vertical-align: top;"> <p>Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> • Explaining how multiple pieces of specific and relevant evidence support a nuanced argument about the prompt. For example, explaining how the development of nuclear technologies has provided new sources of energy through nuclear power plants for manufacturing as well as household consumption, but has also introduced new risks including long-term disposal of nuclear waste, possible radiation from nuclear accidents like Three Mile Island or Chernobyl, as well as the threat of nuclear war through the Cold War superpowers’ MAD doctrine as well as through nuclear proliferation. </td> </tr> </table>				<p>Examples that do not earn points:</p> <p>Provide evidence but offer no reasoning to connect the evidence to an argument</p> <ul style="list-style-type: none"> • <i>“The internet made global communication easier.”</i> 	<p>Using a historical reasoning process to frame or structure an argument could include:</p> <ul style="list-style-type: none"> • Explaining how the creation of vaccines significantly reduced deaths from common diseases like smallpox, which improved people’s lives and led to huge population growth. • Explaining how the creation of cellular communications technology provided individuals all over the world with fast, direct communications, which led to more entrepreneurship and social bonds. 	<p>Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> • Explaining how multiple pieces of specific and relevant evidence support a nuanced argument about the prompt. For example, explaining how the development of nuclear technologies has provided new sources of energy through nuclear power plants for manufacturing as well as household consumption, but has also introduced new risks including long-term disposal of nuclear waste, possible radiation from nuclear accidents like Three Mile Island or Chernobyl, as well as the threat of nuclear war through the Cold War superpowers’ MAD doctrine as well as through nuclear proliferation.
<p>Examples that do not earn points:</p> <p>Provide evidence but offer no reasoning to connect the evidence to an argument</p> <ul style="list-style-type: none"> • <i>“The internet made global communication easier.”</i> 	<p>Using a historical reasoning process to frame or structure an argument could include:</p> <ul style="list-style-type: none"> • Explaining how the creation of vaccines significantly reduced deaths from common diseases like smallpox, which improved people’s lives and led to huge population growth. • Explaining how the creation of cellular communications technology provided individuals all over the world with fast, direct communications, which led to more entrepreneurship and social bonds. 	<p>Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> • Explaining how multiple pieces of specific and relevant evidence support a nuanced argument about the prompt. For example, explaining how the development of nuclear technologies has provided new sources of energy through nuclear power plants for manufacturing as well as household consumption, but has also introduced new risks including long-term disposal of nuclear waste, possible radiation from nuclear accidents like Three Mile Island or Chernobyl, as well as the threat of nuclear war through the Cold War superpowers’ MAD doctrine as well as through nuclear proliferation. 				

		<p>Example of acceptable use of historical reasoning:</p> <ul style="list-style-type: none"> • <i>“International organizations like the United Nations and the World Health Organization attempted to spread the benefits of innovations in medicine and public health in developing countries, which reduced deaths due to communicable diseases in many regions.”</i> [Indicates an effect of technological changes and international institutions on individuals in developing countries] 	<p>[Explains how at least four pieces of evidence support a nuanced or complex argument]</p> <ul style="list-style-type: none"> • Considering how new communications technologies like the internet and satellites informed many people about global issues related to human rights or inequality, while at the same time sparking protest movements against globalization or the influence of Western or American culture. [Explains nuance by exploring multiple perspectives] • Explaining how medical and agrarian advances like the Green Revolution contributed to increased health outcomes and life expectancy, while also analyzing the effects of population growth on many economies and environments. [Explains nuance by exploring multiple perspectives or multiple effects]
<p>Additional Notes:</p> <ul style="list-style-type: none"> • 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. • This complex understanding must be part of the argument and may be demonstrated in any part of the response. • 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. 			