

2024



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

## Scoring Guidelines Set 2

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

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timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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

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**[a]** Identify ONE argument that the author makes in the **first paragraph**. **1 point**

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

- Muslims wrote more history than Jews and Christians in the twelfth and thirteenth centuries.  
[Note: This may be credited for **either** part (a) **or** part (b) but **not** for both.]
- The author argues that the establishment of the Islamic caliphates in the seventh and eighth centuries was one factor that led to the enormous amount of history writing in the Islamic world.
- The author claims that Muslim states and elites promoted history writing in the Islamic world.
- The author claims that Muslim readers wanted historical narratives about religious and political figures.

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**[b]** Identify ONE piece of evidence that the author uses to support an argument in the passage. **1 point**

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

- The author states that many Muslim historians wrote biographies of the Prophet Muhammad and other religious figures to reinforce traditional religious institutions.
- The author says that during the twelfth and thirteenth centuries Muslims wrote more histories than Christians or Jews wrote.  
[Note: This may be credited for **either** part (a) **or** part (b) but **not** for both.]
- The author states that rulers, their courts, and urban elites were the main audiences for Muslim histories.

- [c]** Explain how ONE development in the period 1200–1750 could be used to support the author’s argument in the **second paragraph** about history writing and art creation legitimizing states’ exercise of power. **1 point**

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

- Rulers often sponsored historical writing that praised the actions of their dynasties and ancestors to increase the political legitimacy of their state.
- The Abbasid Caliphate supported scholars in the House of Wisdom in Baghdad to legitimize their power.
- Rulers used religious ideas, art, and monumental architecture to legitimize their rule.

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**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.

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- [a]** Identify ONE development during the period 1450 to 1750 that contributed to the activities shown in the image. **1 point**

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

- Western missionaries tried to spread Christianity in Africa and Asia.
- Christianity spread as imperial powers conquered new territories.
- Christianity transformed some local religious practices and customs.

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- [b]** Explain ONE reason why imperialist governments often supported activities of the type shown in the image during the nineteenth and early twentieth centuries. **1 point**

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

- Christian missionaries directly supported the “civilizing” or “Christianizing” mission that the imperial powers saw as a rationale for colonization.
  - Christian missionaries often brought supplies and gave aid to local communities, which both legitimized imperialism and lessened government costs.
  - By spreading Christian beliefs, European Christian missionaries often legitimized imperialism.
  - Imperial states often needed missionary schools to provide Western education for local populations in order to serve in colonial administrations.
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**[c]** Explain ONE way indigenous peoples in Africa and/or Asia resisted the spread of the cultural practices reflected in the image during the nineteenth and early twentieth centuries. **1 point**

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

- Some Asian governments tried to prevent or limit Christian missionaries from entering their countries, and in some cases expelled Christian missionaries who were already in the countries.
- Some African cultures maintained traditional religious beliefs by blending older practices with Western Christianity.
- In both Africa and Asia, popular uprisings targeted Christian missionaries in an effort to force them out of the country; for example, during the Boxer Rebellion in China, the 1857 Rebellion in India, or the Cattle Killing Movement in South Africa.

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**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.

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**[a]** Identify ONE development in the period circa 1200–1300 that facilitated the establishment of the Mongol Empire. **1 point**

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

- The decline of the Song dynasty in China helped the Mongols expand in East Asia.
- The fragmentation of the Muslim world after the decline of the Abbasid Caliphate helped the Mongols establish their empire in the Middle East.
- The Mongols' use of superior cavalry tactics allowed them to quickly and efficiently conquer other peoples.
- Genghis Khan's reorganization of Mongol society facilitated the creation of a centralized military, which enabled the conquest of Eurasia.

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**[b]** Identify ONE development in the period circa 1200–1300 that enabled the Mongol Empire to facilitate Afro-Eurasian trade and/or communications. **1 point**

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

- The Mongol conquests helped bring stability and security for trade.
  - The Mongol conquests brought new peoples into their economy and trade networks.
  - The unification of regions throughout Afro-Eurasia under the Mongols increased communication and travel among different peoples
  - Mongol innovations such as the postal/relay [*yam*] system improved communications.
  - Mongol adoption of trade-friendly institutions and practices developed by neighboring cultures, such as paper money and caravanserais, enabled the Mongols to facilitate trade and/or communications.
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- [c]** Explain ONE reason why the Mongol khanates often facilitated the spread of cultural or religious practices. **1 point**

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

- The Mongol khanates encouraged cultural transfers as contact among different peoples increased due to the immense size of the territories conquered by the Mongols.
- Mongol rulers often adopted the religions of their subjects, such as Islam or Buddhism, and this helped increase the spread of those religions.
- The Mongols were generally tolerant of different religious or cultural practices, which allowed those practices to flourish and spread along the Silk Roads.
- The Mongols tolerated a wide range of different practices or traditions in order to demonstrate their legitimacy and strengthen their states, which helped those practices spread through the Mongol khanates.

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**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.

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**[a]** Identify ONE **political** factor in the period after 1945 that facilitated the establishment of independent postcolonial states in Africa. **1 point**

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

- The weakening of many European imperial states in the aftermath of the World Wars led to the establishment of post-colonial states in Africa.
- The expansion of nationalist ideas and/or anti-imperialism sentiments during the twentieth century contributed to the establishment of newly independent states in Africa.
- African veterans of the First and Second World Wars often used their experience and contributions to the war effort to seek independence.
- The United Nations' emphasis on self-determination encouraged worldwide support for decolonization and independence in Africa.

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**[b]** Identify ONE **economic** factor in the period after 1945 that facilitated the establishment of independent postcolonial states in Africa. **1 point**

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

- Many European states struggled economically after World War II, which weakened their ability to maintain colonial empires.
  - Cold War competition between communists and capitalists helped some African independence movements establish new nations.
  - The desire to keep their natural resources and develop their own economies helped motivate African independence movements to establish new nations.
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- [c]** Explain ONE reason why postcolonial states in Africa often adopted communist or socialist ideologies. **1 point**

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

- The governments of many newly independent nations in Africa took a strong role in the economy to promote economic development in their countries.
- Most European imperialist powers had capitalist economies, which had exploited African societies and economies. This led many Africans to oppose capitalism and support socialism.
- At the end of the Second World War, the Soviet Union [and communism in general] was seen as being on the ascendance around the world, which attracted African independent leaders looking for a strong ally.
- During the Cold War the Soviet Union and its allies actively sought to spread their ideas and socialist economic system internationally, which led them to support some newly independent nations in Africa.

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**Total for question 4 3 points**

## Question 1: Document-Based Question, Japanese Economic Imperialism

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 economic motives were the leading cause of Japanese imperialism in the period circa 1900–1945.

Reporting Category	Scoring Criteria	
<p><b>Row A</b> <b>Thesis/Claim</b>  <b>[0-1 points]</b></p>	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.</p>
<b>Decision Rules and Scoring Notes</b>		
<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>• Are not historically defensible.</li> <li>• Only restate or rephrase the prompt.</li> <li>• Do not respond to the prompt.</li> <li>• Do not establish a line of reasoning.</li> <li>• Are overgeneralized.</li> </ul>		<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>• Provide a historically defensible thesis or claim about the extent to which economic motives were the leading cause of Japanese imperialism in the period circa 1900–1945. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument.</li> </ul>
<p><b>Examples that do not earn this point:</b></p> <p><b>Provide a restatement of the prompt</b></p> <ul style="list-style-type: none"> <li>• <i>“Economic motives were the leading cause of Japanese imperialism in the period circa 1900-1945.”</i></li> </ul> <p><b>Provide a historically defensible claim, but do not establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li>• <i>“Japan became a major empire between 1900-1945.”</i></li> </ul> <p><b>Do not focus on the topic of the prompt</b></p> <ul style="list-style-type: none"> <li>• <i>“Japanese modernization during the Meiji Restoration led to significant social conflicts.”</i></li> </ul> <p><b>Establish a line of reasoning, but do not provide a historically defensible claim</b></p> <ul style="list-style-type: none"> <li>• <i>“The Japanese emperor resisted imperial expansion until attacks from neighboring countries forced his hand.”</i></li> </ul>		<p><b>Examples that earn this point:</b></p> <p><b>Establish a line of reasoning that evaluates the topic of the prompt</b></p> <ul style="list-style-type: none"> <li>• <i>“Taking advantage of its newly industrialized economy, Japan established a colonial empire in order to compete with Western imperial powers.”</i></li> </ul> <p><b>Establish a line of reasoning that evaluates the topic of the prompt with analytic categories</b></p> <ul style="list-style-type: none"> <li>• <i>“The motives behind Japanese imperialism in the period 1900 to 1945 included the desire to secure natural resources for its economic products, the determination to demonstrate that it could rival European states as an imperial power, and a sense of Japanese cultural and racial superiority over other East and Southeast Asian peoples.”</i></li> </ul> <p><b>Establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li>• <i>“Japan established a colonial empire because it needed raw materials.”</i> [Minimally acceptable thesis/claim]</li> </ul>
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion [which may not be limited to the first or last paragraphs].</li> <li>• The thesis or claim must identify a relevant development[s] in the period, although it is not required to encompass the entire period.</li> </ul>		

Reporting Category	Scoring Criteria	
<p><b>Row B</b> <b>Contextualization</b></p>	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Describes a broader historical context relevant to the prompt.</p>
<p>[0-1 points]</p>	<p><b>Decision Rules and Scoring Notes</b></p>	
	<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>Provide an overgeneralized statement about the time period referenced in the prompt.</li> <li>Provide context that is not relevant to the prompt.</li> <li>Provide a passing phrase or reference.</li> </ul> <p><b>Examples that do not earn this point:</b></p> <p><b>Do not provide context relevant to the topic of the prompt</b></p> <ul style="list-style-type: none"> <li><i>“Japan’s monarchy is the oldest in the world.”</i></li> </ul> <p><b>Provide an overgeneralized statement about the time period referenced in the prompt</b></p> <ul style="list-style-type: none"> <li><i>“The early twentieth century was a period of intense nationalism.”</i></li> </ul>	<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>Accurately describe a context relevant to economic motives and Japanese imperialism in the period circa 1900–1945</li> </ul> <p><b>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</b></p> <ul style="list-style-type: none"> <li>Japanese isolationist [<i>sakoku</i>] policies during the Tokugawa period</li> <li>Japanese contacts with the West during the late Tokugawa and Early Meiji periods</li> <li>Japanese industrialization and modernization during the Meiji Restoration</li> <li>The transformation of Japan with the Meiji abolition of the shogunate and samurai privileges</li> <li>The practice of European imperial expansion in China through the establishment of spheres of influence, conflicts like the Opium Wars, or the signing of the Unequal Treaties</li> <li>The growth of Japanese nationalism and notions of Japanese racial superiority</li> <li>Economic impacts of the Great Depression in Asia</li> <li>Rising anti-Western sentiment in Asia after the First World War</li> <li>Colonial competition and dissatisfaction with the Paris Peace Conference</li> <li>Opening of Japan by Commodore Matthew C. Perry</li> </ul> <p><b>Examples of acceptable contextualization:</b></p> <ul style="list-style-type: none"> <li><i>“The economic reforms of the Meiji period helped make many Japanese aware of the limited natural resources available in their country.”</i></li> <li><i>“The Meiji period turned Japan into a major industrial power.”</i> [Minimally acceptable contextualization]</li> </ul>
	<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>The response must describe broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question that are relevant to the topic of the prompt.</li> <li>To earn this point, the context provided must be more than a phrase or reference.</li> </ul>	

Reporting Category	Scoring Criteria		
Row C Evidence  [0-3 points]	<b>Evidence from the Documents</b>		
	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Uses the content of at least <b>three</b> documents to address the <b>topic</b> of the prompt.	<b>2 points</b> Supports an <b>argument</b> in response to the prompt using at least <b>four</b> documents.
	<b>Decision Rules and Scoring Notes</b>		
<b>Responses that do not earn points:</b> <ul style="list-style-type: none"> <li>Use evidence from less than three of the documents</li> <li>Misinterpret the content of the document</li> <li>Quote the content of the documents without providing an accompanying description</li> <li>Address documents collectively rather than considering separately the content of each document</li> </ul>	<b>Responses that earn 1 point:</b> <ul style="list-style-type: none"> <li>Accurately describe—rather than simply quote—the content from at least three of the documents to address the topic of economic motives and Japanese imperialism in the period circa 1900–1945.</li> </ul> <b>Examples of describing the content of a document:</b> <b>Describe evidence from the documents relevant to the topic but do not use that evidence to support an argument</b> <ul style="list-style-type: none"> <li>[Document 3]: <i>“The authors argue that Japan has violated the sovereignty of Korea and broken many treaties.”</i></li> <li>[Document 6]: <i>“Toichi Nawa states that Japan would have to invest a lot of money to develop the economy of North China.”</i></li> </ul>	<b>Responses that earn 2 points:</b> <ul style="list-style-type: none"> <li>Support an argument in response to the prompt by accurately using the content of at least four documents.</li> </ul> <b>Examples of supporting an argument using the content of a document:</b> <ul style="list-style-type: none"> <li>[Document 4]: <i>“Ishiwara believes that by seizing Manchuria and Mongolia and their resources Japan can assume a leadership role in Asia, contain Russia (in the north), and deal with the Anglo-American challenge it faces to the south. This shows that Japanese leaders considered both economic and non-economic factors when advocating for imperial expansion.”</i> [Uses evidence from the document to support an argument about economic motives as the leading cause of Japanese imperialism in the period circa 1900–1945]</li> <li>[Document 5]: <i>“Janeway implies that Japan’s invasion of China was motivated by the need to control China’s economic resources, especially coal and steel.”</i> [Uses evidence from the document to support an argument about economic motives as the leading cause of Japanese imperialism in the period circa 1900–1945]</li> </ul>	
<b>Additional Notes:</b> <ul style="list-style-type: none"> <li>To earn two points, the four documents do not have to be used in support of a single argument—they can be used across sub-arguments or to address counterarguments.</li> </ul>			

<b>Row C</b> <b>[Continued]</b>	<b>Evidence beyond the Documents:</b>	
	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Uses at least one additional piece of specific historical evidence [beyond that found in the documents] relevant to an argument in response to the prompt.</p>
	<b>Decision Rules and Scoring Notes</b>	
<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>• Provide evidence that is not relevant to an argument about the prompt.</li> <li>• Provide evidence that is outside the time period or region specified in the prompt.</li> <li>• Repeat information that is specified in the prompt or in any of the documents.</li> <li>• Provide a passing phrase or reference.</li> </ul>	<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>• Must use at least one specific piece of historical evidence relevant to the extent to which economic motives were the leading cause of Japanese imperialism in the period circa 1900–1945.</li> </ul> <p><b>Examples of specific and relevant evidence beyond the documents that earn this point include the following, if appropriate elaboration is provided:</b></p> <ul style="list-style-type: none"> <li>• Specific information about internal reforms or industrialization in Japan during the Meiji Era [other than what is mentioned in the documents], for example, the establishment of a parliament, or the creation of government supported businesses [<i>zaibatsu</i>].</li> <li>• The development of specific Japanese industries not mentioned in the documents, for example, the textile and chemical industries.</li> <li>• The Japanese efforts to create the Greater East Asia Co-Prosperty Sphere to control Asian resources.</li> <li>• Efforts by Western powers to embargo Japan, such as the American ban on the sale of oil to Japan.</li> <li>• The defeat of European colonial powers by Germany during the Second World War, such as the conquest of France and the Netherlands and the effects this has on their colonial empires in places like Vietnam and Indonesia.</li> <li>• Evidence from World War II events such as the bombing of Pearl Harbor, the Japanese invasion of the Philippines, or other imperialist actions of Japan not mentioned in the documents.</li> <li>• Japanese atrocities or war crimes such as the use of Koreans as forced laborers, the trafficking of Korean “comfort women,” or the Rape of Nanjing.</li> </ul> <p><b>Examples of evidence beyond the documents relevant to an argument about the prompt:</b></p> <ul style="list-style-type: none"> <li>• <i>“The defeat of France and the Netherlands by Germany in 1940 gave Japan an opportunity to seize their Asian colonies, such as Vietnam and Indonesia.”</i> [Provides a piece of evidence not in the documents relevant to an argument about the prompt]</li> <li>• <i>“Many Japanese schools changed their curriculum in the 1930s to emphasize a form of old samurai beliefs, which was used to reinforce extreme nationalism and the idea of sacrificing for the empire.”</i> [Provides a piece of evidence not in the documents relevant to an argument about the prompt]</li> </ul>	
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• Typically, statements credited as evidence will be more specific than statements credited as contextualization.</li> <li>• To earn this point, the evidence provided must be different from the evidence used to earn the point for contextualization.</li> <li>• To earn this point, the evidence provided must be more than a phrase or reference.</li> <li>• The point for evidence beyond the documents may be awarded for evidence that appears in any part of the response.</li> </ul>		

Reporting Category	Scoring Criteria	
Row D Analysis and Reasoning  [0-2 points]	<b>Sourcing</b>	
	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> For at least <b>two</b> documents, explains how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument.
<b>Decision Rules and Scoring Notes</b>		
<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>Explain sourcing for fewer than two of the documents.</li> <li>Identify the point of view, purpose, historical situation, and/or audience but fail to explain how or why it is relevant to an argument.</li> <li>Summarize the content or argument of the document without explaining the relevance of this summary to the point of view, purpose, historical situation, and/or audience.</li> </ul> <p><b>Examples that do not earn this point:</b></p> <p><b>Identify the point of view, purpose, historical situation, and/or audience, but do not explain how or why it is relevant to an argument</b></p> <ul style="list-style-type: none"> <li>[Document 2]: <i>“The author is a conservative politician addressing other Japanese politicians.”</i></li> </ul> <p><b>Summarize the content of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience</b></p> <ul style="list-style-type: none"> <li>[Document 7]: <i>“This photograph shows a young Japanese man, likely a soldier, instructing Singaporean school students in Japanese writing.”</i></li> </ul>	<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>Must explain how or why—rather than simply identifying—the document’s point of view, purpose, historical situation, or audience is relevant to an argument that addresses the prompt for each of the two documents sourced.</li> </ul> <p><b>Example of acceptable explanation of the relevance of the author’s point of view:</b></p> <ul style="list-style-type: none"> <li>Document 1]: <i>“The article is published in a Japanese business newspaper and is therefore likely to emphasize the importance of economic growth and policy over other issues.”</i> [Connects the point of view of the document to an argument about the importance of maintaining access to an important trading port that was necessary for the Japanese economy]</li> </ul> <p><b>Example of acceptable explanation of the relevance of the author’s purpose:</b></p> <ul style="list-style-type: none"> <li>[Document 6]: <i>The author is clearly trying to convince other Japanese military, government, and economic officials that seizing direct control over Northern China will not bring economic benefits to Japan.</i> [Connects the purpose of the document to an argument discussing current debates in Japan about imperial expansion in China]</li> </ul> <p><b>Example of acceptable explanation of the relevance of the historical situation of a source:</b></p> <ul style="list-style-type: none"> <li>[Document 4]: <i>“In response to what they saw as a Western-dominated world status quo, Japanese nationalists like Ishiwara called for the creation of a Japanese empire on the Asian mainland. Conquering Manchuria, as Ishiwara makes clear in the document, would allow Japan to hold off Russian expansion and be able to focus on the threat from Britain and US.”</i> [Connects the historical situation of the document to an argument about the political and military motivations for Japanese imperial expansion in mainland Asia]</li> </ul> <p><b>Example of acceptable explanation of the relevance of the audience:</b></p> <ul style="list-style-type: none"> <li>[Document 3]: <i>“The manifesto is published in New York and appears to be an attempt to gain Western sympathy against the aggressive actions of Japan.”</i> [Connects the audience of the document to an argument about other Asian peoples’ responses to Japanese imperial expansion]</li> </ul>	

Row D (continued)	Complexity	
	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Demonstrates a complex understanding of the historical development that is the focus of the prompt through sophisticated argumentation and/or effective use of evidence.</p>
<b>Decision Rules and Scoring Notes</b>		
	<p><b>Responses that earn this point:</b> May demonstrate a complex understanding through sophisticated argumentation that is relevant to the prompt. This may be done in a variety of ways, such as:</p> <ul style="list-style-type: none"> <li>• Explaining multiple themes or perspectives to explore complexity or nuance; OR</li> <li>• Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR</li> <li>• Explaining both cause and effect, both similarity and difference, or both continuity and change; OR</li> <li>• Explaining relevant and insightful connections within and across periods or geographical areas. These connections should clearly relate to an argument that responds to the prompt.</li> </ul> <p>May demonstrate a complex understanding through effective use of evidence relevant to an argument that addresses the prompt. This may be done in a variety of ways, such as:</p> <ul style="list-style-type: none"> <li>• Effectively using <b>seven</b> documents to support an argument that responds to the prompt; OR</li> <li>• Explaining how the point of view, purpose, historical situation, and/or audience of at least <b>four</b> documents supports an argument that responds to the prompt; OR</li> <li>• Using documents and evidence beyond the documents effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt.</li> </ul> <p><b>Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided:</b></p> <ul style="list-style-type: none"> <li>• Arguing that while the economic considerations behind Japanese expansion are clear [Documents 1, 4 and 5], as well as Japan’s desire to exploit its colonies economically [Documents 2, 3], it was also obvious that ideology and ideas played an important role. These included Japanese nationalism [Documents 1, 4], feelings of racial superiority (Document 6), belief in their “mission” to help lead Asia [Documents 4, 6 and 7]. [Uses evidence from all seven documents to demonstrate a complex understanding]</li> <li>• Explaining how dissatisfaction with the post-WWI settlement and the Great Depression led not only Japan but also Germany and Italy to challenge the status quo by expanding their territory and rejecting political democracy. Responses could also analyze the role that economic factors played in imperial expansion by other states in the twentieth century and compare their situations with Japan’s. [Explains relevant and insightful connections across geographical areas]</li> <li>• Explaining how economic factors in the age of imperialism motivated the expansion of other colonial empires such as the British in India or the Scramble for Africa by the Europeans compared to Japanese imperialism in the 20th century [Explains relevant and insightful connections across periods or geographical areas]</li> <li>• Explaining that, although Japan sought to build an empire to make it more economically self-sufficient, the warfare involved, especially starting with the invasion of China in 1937, did not promote self-sufficiency but instead created the need for more resources and drew Japan into further conquest, eventually leading to World War II and the dissolution of the Japanese Empire. [Explores nuance and considers alternative evidence]</li> </ul>	



**Additional Notes:**

- 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.
- 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. “Why do Japan’s businessmen insist on war against Russia?,” editorial in the <i>Tokyo Economist</i> , 1903	<ul style="list-style-type: none"> <li>The document describes a Russian tax increase on non-Russian ships using Port Arthur. Japanese businessmen are calling for war against Russia as a result and are also equally concerned that if Russia occupies parts of Manchuria and levies taxes there, Japanese businesses will be in trouble.</li> </ul>	<ul style="list-style-type: none"> <li>The essay explained why many of Japan’s business leaders favored war with Russia, and also showed Russian policies as unfair or biased toward the Japanese. [purpose]</li> <li>The article is published in a Japanese business newspaper and is therefore likely to emphasize the importance of economic growth and policy over other issues. [POV]</li> </ul>
2. Fumimaro Konoe, “Reject the Anglo-American-Centered Peace,” essay in <i>Japan and the Japanese</i> , 1918	<ul style="list-style-type: none"> <li>Konoe says that early colonial powers made themselves economically self-sufficient through building empires, but now England denies other countries access to its colonies and with America says they should not create their own empires. Reflecting on the injustice of this situation, Konoe argues that resource-poor countries like Japan may have to repeat Germany’s attempt in WWI to overthrow this system if not given access to colonies.</li> </ul>	<ul style="list-style-type: none"> <li>Konoe believed that Japan was a resource-poor country that needed either trade with other colonial empires or its own colonies to support its economy; he found it unfair that Japan had no access to other colonial markets at a time when he asserted that England and America were trying to stop other countries from establishing their own empires. [POV]</li> <li>Konoe publicized his views before the first meetings of the Paris Peace Conference in 1919 in hopes of ensuring that the new international order it created did not discriminate against Japan’s interests. [purpose, historical situation]</li> </ul>
3. Allied Korean Organizations of New York, <i>Manifesto against the Japanese invasion of Manchuria</i> , 1931	<ul style="list-style-type: none"> <li>The authors state that Japan has violated the sovereignty of Korea. In doing so Japan has broken many treaties. Despite Japan’s promise of Asia for Asians, Japan instead continues to push for imperial conquests.</li> </ul>	<ul style="list-style-type: none"> <li>The authors are Korean Americans and therefore are influenced both by their Korean culture and potential enduring familial ties to Korea, but also by Western attitudes toward Japan. [POV]</li> <li>The manifesto is aimed to call out Japanese military expansion and criticize the conquest of Korea. [purpose]</li> <li>The manifesto is published in New York and appears to be an attempt to gain Western sympathy against the aggressive actions of Japan. [audience]</li> </ul>
4. Kanji Ishiwara, “Personal Opinion on the Manchuria-Mongolia Problem,” 1931	<ul style="list-style-type: none"> <li>Ishiwara believes that by seizing Manchuria and Mongolia Japan can assume a leadership role in Asia, contain Russia in the north, and deal with the Anglo-American challenge it faces to the south.</li> </ul>	<ul style="list-style-type: none"> <li>Ishiwara had a nationalist worldview, likely influenced by Social Darwinism as well, that emphasized the competition between the great powers, and he believed that Japan must build its strength by annexing Manchuria and Mongolia. [POV]</li> <li>In response to what they saw as a Western-dominated world status quo, Japanese nationalists like Ishiwara called for the creation of a Japanese empire on the Asian mainland. Conquering Manchuria, as Ishikawa makes clear in the document will allow Japan to hold off Russian expansion and be able to focus on the threat from Britain and the United States. [historical situation]</li> </ul>
5. Eliot Janeway, article in the <i>New York Times</i> , 1937	<ul style="list-style-type: none"> <li>Janeway writes that the Japanese invasion of China is about who will control important economic resources like the Shaanxi iron</li> </ul>	<ul style="list-style-type: none"> <li>As an American journalist the author is trying to present an objective analysis of the benefits and challenges of controlling China’s resources for both Japan and China. [POV]</li> </ul>

	<p>mines. Japan needs them for its own economy and also to control China, which might otherwise industrialize [a development Japan fears].</p>	<ul style="list-style-type: none"> <li>At a time when the United States was being very isolationist, Janeway may have wanted to remind Americans that there are important events happening beyond their borders. [purpose, audience]</li> </ul>
<p>6. Toichi Nawa, <i>The Japanese Cotton Spinning Industry and the Question of the Supply of Raw Cotton</i>, 1937</p>	<ul style="list-style-type: none"> <li>The author argues that Japan cannot put North China under its control because China is too “backward” and would require an enormous number of resources to modernize. The author also notes that as Japan’s production increases, the more it is dependent on the world market.</li> </ul>	<ul style="list-style-type: none"> <li>The author is responding to the beginnings of the Second Japanese-Sino war just prior to the outbreak of the Second World War and increasing calls from within Japan to expand its territorial empire. [historical situation]</li> <li>The author is likely trying to convince other Japanese military, government, and economic officials that seizing direct control over Northern China will not bring economic benefits. [purpose]</li> </ul>
<p>7. Photo of Japanese language class at Singaporean school, 1943</p>	<ul style="list-style-type: none"> <li>The document shows a photograph of a Japanese soldier teaching a Japanese language class at a school in Japanese-occupied Singapore. Two Singaporean students are learning how to write Japanese characters on the blackboard.</li> </ul>	<ul style="list-style-type: none"> <li>The photograph is published in one of Japan’s daily newspapers and so it emphasizes the positive benefits of Japanese rule over Singapore. [audience]</li> <li>The image is likely intended to show the Japanese civilian population during the Second Sino-Japanese War that Japan is doing good things for the population of its occupied territories, such as providing education. [purpose]</li> </ul>

## Question 2: Long Essay Question, Religion and Legitimacy in Afro-Eurasia

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, religious traditions were used to establish and legitimize rulers and governments throughout Afro-Eurasia.

Develop an argument that evaluates the extent to which religion was the main source of political legitimacy for rulers in Afro-Eurasia during this period.

Reporting Category	Scoring Criteria	
<p>Row A Thesis/Claim  [0-1 points]</p>	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.</p>
<b>Decision Rules and Scoring Notes</b>		
<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>• Are not historically defensible.</li> <li>• Only restate or rephrase the prompt.</li> <li>• Do not respond to the prompt.</li> <li>• Do not establish a line of reasoning.</li> <li>• Are overgeneralized.</li> </ul>		<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>• Provide a historically defensible thesis or claim about the extent to which religion was the main source of political legitimacy for rulers throughout 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.</li> </ul>
<p><b>Examples that do not earn this point:</b></p> <p><b>Provide a restatement of the prompt</b></p> <ul style="list-style-type: none"> <li>• <i>“Religions have been used by rulers to demonstrate their legitimacy.”</i></li> </ul> <p><b>Provide a historically defensible claim, but do not establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li>• <i>“The Mughals practiced religious tolerance.”</i></li> </ul> <p><b>Provide a claim that is not historically defensible</b></p> <ul style="list-style-type: none"> <li>• <i>“Only European rulers justified their rule through the concept of divine right of kings.”</i></li> </ul> <p><b>Do not focus on the topic of the prompt</b></p> <ul style="list-style-type: none"> <li>• <i>“Islamic expansion spread through military conquest and trade.”</i></li> </ul>		<p><b>Examples that earn this point:</b></p> <p><b>Establish a line of reasoning that evaluates the topic of the prompt</b></p> <ul style="list-style-type: none"> <li>• <i>“European rulers justified their rule through the idea of divine right of kings, which was in part based on Christian religious practice.”</i></li> </ul> <p><b>Establish a line of reasoning that evaluates the topic of the prompt with analytic categories</b></p> <ul style="list-style-type: none"> <li>• <i>“Muslim rulers often used religious titles, enforced Islamic law, and promoted Muslim religious practices such as prayer and the hajj to Mecca to demonstrate the legitimacy of their rule or territorial conquests.”</i></li> </ul> <p><b>Establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li>• <i>“Akbar and other Mughal rulers practiced religious toleration to gain support from their Hindu subjects in India.”</i> [Minimally acceptable thesis/claim]</li> </ul>
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion [which may not be limited to the first or last paragraphs].</li> <li>• The thesis or claim must identify a relevant development[s] in the period, although it is not required to encompass the entire period.</li> </ul>		

Reporting Category	Scoring Criteria	
<p><b>Row B</b> <b>Contextualization</b></p>	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Describes a broader historical context relevant to the prompt.</p>
<p>[0-1 points]</p>	<p><b>Decision Rules and Scoring Notes</b></p>	
	<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>Provide an overgeneralized statement about the time period referenced in the prompt.</li> <li>Provide context that is not relevant to the prompt.</li> <li>Provide a passing phrase or reference.</li> </ul> <p><b>Examples that do not earn this point:</b></p> <p><b>Do not provide context relevant to the topic of the prompt</b></p> <ul style="list-style-type: none"> <li><i>“The Prophet Muhammad was a merchant.”</i></li> </ul> <p><b>Provide a passing phrase</b></p> <ul style="list-style-type: none"> <li><i>“Confucianism was all about filial piety and Buddhism was about following the eightfold path.”</i></li> </ul>	<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>Accurately describe a context relevant to religion and political legitimacy in the period circa 1200–1750.</li> </ul> <p><b>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</b></p> <ul style="list-style-type: none"> <li>The spread of Islam across Eurasia and Africa as a result of the early Islamic conquests</li> <li>The power of Christian churches across Europe, such as the Catholic, Protestant, or Orthodox churches</li> <li>Confucianism and Neo-Confucianism in China and East Asia</li> <li>The Reformations and Wars of Religion in Europe</li> <li>Tolerance or conflict between Hindus, Muslims, and others in South Asia</li> <li>The Reconquista in Spain and Portugal</li> <li>The Crusades</li> <li>Theravada Buddhism in mainland Southeast Asia</li> </ul> <p><b>Example of acceptable contextualization:</b></p> <ul style="list-style-type: none"> <li><i>“The Crusades were military campaigns led by Christian rulers to recapture the holy lands from the Muslims.”</i></li> <li><i>“Neo-Confucianism became prominent during the Song Dynasty.”</i> [Minimally acceptable contextualization]</li> </ul>
	<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>The response must describe broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question that are relevant to the topic of the prompt.</li> <li>To earn this point, the context provided must be more than a phrase or reference.</li> </ul>	

Reporting Category	Scoring Criteria		
<p><b>Row C Evidence</b> [0-2 points]</p>	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Provides specific examples of at least <b>two</b> pieces of evidence relevant to the <b>topic</b> of the prompt.</p>	<p><b>2 points</b> Supports an <b>argument</b> in response to the prompt using at least <b>two</b> pieces of specific and relevant evidence.</p>
<b>Decision Rules and Scoring Notes</b>			
<p><b>Responses that do not earn points:</b></p> <ul style="list-style-type: none"> <li>Identify a single piece of evidence.</li> <li>Provide evidence that is not relevant to the topic of the prompt.</li> <li>Provide evidence that is outside the time period or region specified in the prompt.</li> <li>Repeat information that is specified in the prompt.</li> </ul> <p><b>Examples that do not earn points:</b></p> <p><b>Provide evidence that is outside the region specified in the prompt</b></p> <ul style="list-style-type: none"> <li><i>“Cortés conquered the Aztec empire.”</i></li> </ul> <p><b>Repeat information that is specified in the prompt</b></p> <ul style="list-style-type: none"> <li><i>“Afro-Eurasian rulers tied political legitimacy to religion in the period circa 1200 – 1750.”</i></li> </ul>	<p><b>Responses that earn 1 point:</b></p> <ul style="list-style-type: none"> <li>Identify at least two specific historical examples relevant to religion and political legitimacy in the period circa 1200–1750.</li> </ul> <p><b>Examples of evidence that are specific and relevant include the following [two examples required]:</b></p> <ul style="list-style-type: none"> <li>The Confucian concepts of the Mandate of Heaven</li> <li>Yuan and Qing rulers’ adoption and/or support for various belief systems, such as Confucianism, Buddhism, and Taoism, to bolster their rule over China and neighboring regions.</li> <li>Specific examples of Muslim rulers using religion to legitimize their rule, such as Ottoman sultans using the concept of jihad in their warfare against European Christian states or commissioning imperial mosques; Safavid rulers patronizing Shi’a religious scholars; different Mughal emperors applying the <i>jizya</i> poll tax to Hindus to achieve different types of legitimacy, etc.</li> <li>The Sunni-Shi’a conflict and the Ottoman-Safavid political and military rivalry in the Middle East</li> <li>The Protestant Reformation’s challenge to the Catholic Church, including specific Protestant leaders, movements, or groups, such as Martin Luther, Calvinism, anabaptists, etc.</li> <li>The Catholic Counter-Reformation, including specific movements or events, such as the Jesuit Order or the Council of Trent</li> <li>Examples of rulers or policies demonstrating religious toleration to achieve political aims, such as Akbar, Elizabeth I, the Edict of Nantes</li> <li>Examples of rulers using religion to justify claims to absolute rule, for example Louis XIV and the Versailles system in France, Chinese emperors using the title Son of Heaven, or Ottoman sultans using the title of Caliph</li> </ul>	<p><b>Responses that earn 2 points:</b></p> <ul style="list-style-type: none"> <li>Use at least two specific historical examples to support an argument regarding the extent to which religion was the main source of political legitimacy for rulers throughout Afro-Eurasia in the period circa 1200–1750.</li> </ul> <p><b>Examples that successfully support an argument with evidence:</b></p> <ul style="list-style-type: none"> <li><i>“The primary cause of the Ottoman-Safavid conflict was the schism between Sunni Islam, adhered to by the Ottoman Empire, and Shia Islam, chosen as the state religion by the Safavids. This religious divide fueled animosity between the two empires and was used by their rulers to bolster support for their rule.”</i> [Uses evidence to support an argument about how differences in religion played a significant role in political legitimacy for Islamic empires]</li> <li><i>“Many European rulers, including Louis XIV of France, used the concept of the divine rights of kings, the idea that the monarch was either himself divine or acted as God’s representative on Earth, to strengthen their control over both church and state.”</i> [Uses evidence to support an argument about how multiple rulers used the idea that they were ordained by God and thus had the right to rule]</li> </ul>	

		<ul style="list-style-type: none"><li>• The expulsion of Jewish communities from some European states and the reception of Jewish immigrants by the Ottoman Empire and other Muslim states in the Mediterranean</li></ul> <p><b>Example of a statement that earns one point for evidence:</b></p> <ul style="list-style-type: none"><li>• <i>“Akbar held debates among representatives of different religions at his court and even established a new imperial religion.”</i></li></ul>	
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"><li>• Typically, statements credited as evidence will be more specific than statements credited as contextualization.</li><li>• If a response has a multipart argument, then it can meet the threshold of two pieces of evidence by giving one example for one part of the argument and another example for a different part of the argument, but the total number of examples must still be at least two.</li></ul>			



Reporting Category	Scoring Criteria		
<p><b>Row D</b> <b>Analysis and Reasoning</b></p>	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Uses historical reasoning [e.g., comparison, causation, continuity, and change] to frame or structure an argument that addresses the prompt.</p>	<p><b>2 points</b> Demonstrates a complex understanding of the historical development that is the focus of the prompt through sophisticated argumentation and/or effective use of evidence.</p>
<p><b>[0-2 points]</b></p>	<b>Decision Rules and Scoring Notes</b>		
<p><b>Responses that do not earn points:</b></p> <ul style="list-style-type: none"> <li>May include evidence but offer no reasoning to connect the evidence to an argument.</li> <li>May assert the use of historical reasoning but does not use it to frame or structure an argument.</li> </ul>	<p><b>Responses that earn 1 point:</b></p> <ul style="list-style-type: none"> <li>Must demonstrate the use of historical reasoning to frame or structure an argument about the extent to which religion was the main source of political legitimacy for rulers throughout 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.</li> </ul>	<p><b>Responses that earn 2 points:</b></p> <p>May demonstrate a complex understanding through sophisticated argumentation that is relevant to the prompt. This may be done in a variety of ways, such as:</p> <ul style="list-style-type: none"> <li>Explaining multiple themes or perspectives to explore complexity or nuance; OR</li> <li>Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR</li> <li>Explaining both cause and effect, both similarity and difference, or both continuity and change; OR</li> <li>Explaining relevant and insightful connections within and across periods or geographical areas. These connections should clearly relate to an argument that responds to the prompt.</li> </ul> <p>May demonstrate a complex understanding through effective use of evidence relevant to an argument that addresses the prompt. This may be done in a variety of ways that might include:</p> <ul style="list-style-type: none"> <li>Explaining how multiple pieces of specific and relevant evidence [at least <b>four</b>] support a nuanced or complex argument that responds to the prompt; OR</li> <li>Using evidence effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt.</li> </ul>	
<p><b>Examples that do not earn points:</b></p> <p><b>Provide evidence but offer no reasoning to connect the evidence to an argument:</b></p> <ul style="list-style-type: none"> <li><i>“Martin Luther is considered the founder of the Protestant Reformation.”</i></li> </ul>	<p><b>Using a historical reasoning process to frame or structure an argument could include:</b></p> <ul style="list-style-type: none"> <li>Explaining how Ottoman rulers designed policies to utilize the various contributions of different religious groups in their empire—for example through allowing limited self-government of the <i>millets</i>, allowing non-Muslim merchants to practice their trade, recruiting slave soldiers from their non-Muslim communities through the <i>devshirme</i> system, etc., while at the same time applying the legal and political restrictions on non-Muslims stemming from the principles of <i>Shari’a</i> law.</li> </ul>	<p><b>Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided:</b></p> <ul style="list-style-type: none"> <li>Explaining how rulers across Eurasia connected their political legitimacy to divine right, including the continued significance of the Mandate of Heaven in China, Shintoism in Japan, and the divine right of kings in France and Russia. [Explains relevant and insightful connections across regions]</li> <li>Considering how Akbar’s religious tolerance policies served to recognize the reality that most of his subjects were Hindu. In downplaying an Islamic identity for the Mughal Empire, Akbar legitimized Mughal rule while accommodating the majority religion.</li> </ul>	

		<ul style="list-style-type: none"> <li>Explaining how the debates and conflicts surrounding the Protestant Reformation led the Catholic Church to undertake some reforms and establish new religious orders like the Jesuits during the Counter Reformation.</li> </ul> <p><b>Example of acceptable use of historical reasoning:</b></p> <ul style="list-style-type: none"> <li><i>“The Hagia Sophia was constructed during the Byzantine Empire and served as a Christian Orthodox church; however, when the Ottomans conquered Constantinople, the church was converted to a mosque, maintaining its original religious function, but reflecting the Islamic faith of the conquerors.”</i> [Indicates continuity of religious monument building as a source of political legitimacy over time]</li> </ul>	<p>[Explains nuance by exploring multiple perspectives or multiple effects]</p> <ul style="list-style-type: none"> <li>Explaining how multiple pieces of specific and relevant evidence support a nuanced argument about the prompt. For example, explaining how religious policies could be used either to unify or to divide populations, using the examples of Safavid rulers who relied on Shi’a Islam to unify Iran’s population but also to enforce religious uniformity, the Mughal emperor Akbar’s creation of the Divine Faith to bring together Hindus and Muslims under his rule, the Papacy’s use of the Crusades as an attempt to unify Christian Europe, and the Reformations’ causing division and religious conflicts in Europe and around the world. [Explains how at least four pieces of evidence support a nuanced or complex argument]</li> </ul>
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>To earn the first point for analysis and reasoning, the response must use historical reasoning to structure a response to the prompt, although the reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking in specificity.</li> <li>This complex understanding must be part of the argument and may be demonstrated in any part of the response.</li> <li>While it is not necessary for this complex understanding to be woven throughout the response, it must be more than merely a phrase or reference.</li> </ul>			

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

6 points

#### General Scoring Notes

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

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

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

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

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

Reporting Category	Scoring Criteria		
<p><b>Row C Evidence</b> [0-2 points]</p>	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Provides specific examples of at least <b>two</b> pieces of evidence relevant to the <b>topic</b> of the prompt.</p>	<p><b>2 points</b> Supports an <b>argument</b> in response to the prompt using at least <b>two</b> pieces of specific and relevant evidence.</p>
<b>Decision Rules and Scoring Notes</b>			
<p><b>Responses that do not earn points:</b></p> <ul style="list-style-type: none"> <li>Identify a single piece of evidence.</li> <li>Provide evidence that is not relevant to the topic of the prompt.</li> <li>Provide evidence that is outside the time period or region specified in the prompt.</li> <li>Repeat information that is specified in the prompt.</li> </ul> <p><b>Examples that do not earn points:</b></p> <p><b>Repeat information that is specified in the prompt</b></p> <ul style="list-style-type: none"> <li><i>“Discontent with imperial rule led to the creation of many new types of governments in this period.”</i></li> </ul> <p><b>Provide evidence that is outside the time period</b></p> <ul style="list-style-type: none"> <li><i>“The Russian Revolution created the USSR based on communism.”</i></li> </ul>	<p><b>Responses that earn 1 point:</b></p> <ul style="list-style-type: none"> <li>Identify at least two specific historical examples relevant to monarchy, imperial rule, or new political ideas in the period 1750–1900.</li> </ul> <p><b>Examples of evidence that are specific and relevant include the following [two examples required]:</b></p> <ul style="list-style-type: none"> <li>Revolutionary documents, such as <i>The Declaration of the Rights of Man and the Citizen</i>, <i>Letter from Jamaica</i>, <i>A Declaration of the Rights of Woman</i>, <i>The Declaration of Independence</i></li> <li>Specific information about revolutionary movements or individuals, such as Toussaint Louverture, Simón Bolívar, Robespierre, the Terror</li> <li>Political thinkers or philosophers who formulated new ideas that gave rise to political ideologies, such as John Locke, Jean-Jacques Rousseau, Mary Wollstonecraft, Karl Marx</li> <li>The American, French, Latin American, or Haitian Revolutions</li> <li>Specific information about democratic and liberal forms of government, such as the revolutionary French Republic, the Dutch Republic, etc.</li> <li>Absolutist rulers, such as Louis XIV, Catherine the Great, Louis XVI, Frederick the Great</li> <li>Anticolonial revolts, such as the Sepoy Rebellion or the Boxer Rebellion</li> <li>European Revolutions of 1848</li> <li>Karl Marx, communism, and socialism</li> <li>Specific information about nationalist and/or anticolonial movements, such as Balkan nationalism, Italian unification, Māori nationalism, Indian National Congress</li> <li>Meiji Restoration in Japan</li> <li>Feminism and women’s suffrage movements</li> </ul>	<p><b>Responses that earn 2 points:</b></p> <ul style="list-style-type: none"> <li>Use at least two specific historical examples to support an argument regarding the extent to which discontent with monarchist or imperial rule was the main source of new political ideologies or systems of government in the period 1750–1900.</li> </ul> <p><b>Examples that successfully support an argument with evidence:</b></p> <ul style="list-style-type: none"> <li><i>“Discontent with monarchical rule inspired three Atlantic Revolutions—American, Haitian, and French—all of which used Enlightenment ideas about natural rights and civil liberties as the basis for creating new republican systems of government.”</i> [Uses evidence to support an argument about how discontent with monarchies motivated revolutions that incorporated Enlightenment ideas]</li> <li><i>“Discontent with imperial rule motivated anticolonial movements, including the 1857 Rebellion in India and the formation of the Indian National Congress in 1885.”</i> [Uses evidence to support an argument about how anti-colonial movements and some states’ reform efforts resulted from discontent with imperialism]</li> </ul>	

		<p><b>Example of a statement that earns one point for evidence:</b></p> <ul style="list-style-type: none"><li>• <i>“Both the American and the French revolutions overthrew monarchies and established republics.”</i></li></ul>	
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"><li>• Typically, statements credited as evidence will be more specific than statements credited as contextualization.</li><li>• If a response has a multipart argument, then it can meet the threshold of two pieces of evidence by giving one example for one part of the argument and another example for a different part of the argument, but the total number of examples must still be at least two.</li></ul>			

Reporting Category	Scoring Criteria		
<p><b>Row D</b> <b>Analysis and Reasoning</b></p>	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Uses historical reasoning [e.g., comparison, causation, continuity, and change] to frame or structure an argument that addresses the prompt.</p>	<p><b>2 points</b> Demonstrates a complex understanding of the historical development that is the focus of the prompt through sophisticated argumentation and/or effective use of evidence.</p>
<p><b>[0-2 points]</b></p>	<b>Decision Rules and Scoring Notes</b>		
	<p><b>Responses that do not earn points:</b></p> <ul style="list-style-type: none"> <li>May include evidence but offer no reasoning to connect the evidence to an argument.</li> <li>May assert the use of historical reasoning but does not use it to frame or structure an argument.</li> </ul>	<p><b>Responses that earn 1 point:</b></p> <ul style="list-style-type: none"> <li>Must demonstrate the use of historical reasoning to frame or structure an argument about the extent to which discontent with monarchist or imperial rule was the main source of new political ideologies or systems of government in the period 1750–1900. The reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking specificity.</li> </ul>	<p><b>Responses that earn 2 points:</b></p> <p>May demonstrate a complex understanding through sophisticated argumentation that is relevant to the prompt. This may be done in a variety of ways, such as:</p> <ul style="list-style-type: none"> <li>Explaining multiple themes or perspectives to explore complexity or nuance; OR</li> <li>Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR</li> <li>Explaining both cause and effect, both similarity and difference, or both continuity and change; OR</li> <li>Explaining relevant and insightful connections within and across periods or geographical areas. These connections should clearly relate to an argument that responds to the prompt.</li> </ul> <p>May demonstrate a complex understanding through effective use of evidence relevant to an argument that addresses the prompt. This may be done in a variety of ways that might include:</p> <ul style="list-style-type: none"> <li>Explaining how multiple pieces of specific and relevant evidence [at least <b>four</b>] support a nuanced or complex argument that responds to the prompt; OR</li> <li>Using evidence effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt.</li> </ul>
	<p><b>Examples that do not earn points:</b></p> <p><b>May include evidence but offer no reasoning</b></p> <ul style="list-style-type: none"> <li><i>“Conservative monarchies suppressed the revolutions of 1848.”</i></li> </ul>	<p><b>Using a historical reasoning process to frame or structure an argument could include:</b></p> <ul style="list-style-type: none"> <li>Explaining how the American Revolution and the Latin American Revolutions were both inspired by discontent with imperial rule from Europe.</li> <li>Explaining how nationalism caused the creation of new ideas of shared belonging to communities that did not yet exist, such as in Italy, Germany, or the Balkan states, which led to demands for nation-states independent of control by land empires.</li> </ul>	<p><b>Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided:</b></p> <ul style="list-style-type: none"> <li>Explaining that new political ideologies and forms of government were created both in opposition to monarchical rule, often because of Enlightenment ideas, and in favor of nationalism that provided a new way of understanding the identity of the society. [Explains multiple causes]</li> <li>Explaining how multiple pieces of specific and relevant evidence support a nuanced argument about the prompt. For example, explaining how the anti-monarchism of the French Revolution, including the formation of a democratic republic and the <i>Declaration of Rights of Man and Citizen</i>, inspired other Atlantic revolutions. In</li> </ul>



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

## Question 4: Long Essay Question, Globalization Driven by Economic Factors

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 late twentieth century, globalization was driven by a variety of factors, including new technologies and economic and political change.

Develop an argument that evaluates the extent to which globalization was primarily driven by economic factors during this period.

Reporting Category	Scoring Criteria	
<p><b>Row A</b> <b>Thesis/Claim</b>  <b>[0-1 points]</b></p>	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.</p>
<b>Decision Rules and Scoring Notes</b>		
<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>• Are not historically defensible.</li> <li>• Only restate or rephrase the prompt.</li> <li>• Do not respond to the prompt.</li> <li>• Do not establish a line of reasoning.</li> <li>• Are overgeneralized.</li> </ul>		<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>• Provide a historically defensible thesis or claim about the extent to which globalization was primarily driven by economic factors during the late twentieth century. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument.</li> </ul>
<p><b>Examples that do not earn this point:</b></p> <p><b>Provide a restatement of the prompt</b></p> <ul style="list-style-type: none"> <li>• <i>“Economic changes led to globalization in the twentieth century.”</i></li> </ul> <p><b>Provide a historically defensible claim, but do not establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li>• <i>“Multinational corporations outsourced labor to the developing world.”</i></li> </ul> <p><b>Do not focus on the topic of the prompt</b></p> <ul style="list-style-type: none"> <li>• <i>“The rise of China challenged the status of the United States as the world’s only superpower.”</i></li> </ul> <p><b>Provide a claim that is not historically defensible</b></p> <ul style="list-style-type: none"> <li>• <i>“The creation of the UN ensured that democracy spread across the world.”</i></li> </ul>		<p><b>Examples that earn this point:</b></p> <p><b>Establish a line of reasoning that evaluates the topic of the prompt</b></p> <ul style="list-style-type: none"> <li>• <i>“New communications and computer technologies like the internet were the number one factors that made globalization possible.”</i></li> </ul> <p><b>Establish a line of reasoning that evaluates the topic of the prompt with analytic categories</b></p> <ul style="list-style-type: none"> <li>• <i>“The end of the Cold War was a major factor in globalization as former communist states embraced Western culture and technology, while a second factor was the expansion of free trade and economic liberalization.”</i></li> </ul> <p><b>Establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li>• <i>“The spread of free-market capitalism was a main cause of globalization.”</i> [Minimally acceptable thesis/claim]</li> </ul>
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion [which may not be limited to the first or last paragraphs].</li> <li>• The thesis or claim must identify a relevant development[s] in the period, although it is not required to encompass the entire period.</li> </ul>		

Reporting Category	Scoring Criteria	
<p><b>Row B</b> <b>Contextualization</b></p>	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Describes a broader historical context relevant to the prompt.</p>
<p>[0-1 points]</p>	<p><b>Decision Rules and Scoring Notes</b></p>	
	<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>• Provide an overgeneralized statement about the time period referenced in the prompt.</li> <li>• Provide context that is not relevant to the prompt.</li> <li>• Provide a passing phrase or reference.</li> </ul> <p><b>Examples that do not earn this point:</b></p> <p><b>Do not provide context relevant to the topic of the prompt</b></p> <ul style="list-style-type: none"> <li>• <i>“World War Two was a total war.”</i></li> </ul> <p><b>Provide an overgeneralized statement</b></p> <ul style="list-style-type: none"> <li>• <i>“Globalization is the process of the world becoming more interconnected.”</i></li> </ul>	<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>• Accurately describe a context relevant to globalization or economic developments during the twentieth century.</li> </ul> <p><b>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</b></p> <ul style="list-style-type: none"> <li>• European or United States imperialism</li> <li>• Anticolonial nationalist or independence movements</li> <li>• Neoimperialism</li> <li>• Consumer culture</li> <li>• Environmentalism, competition for natural resources</li> <li>• Human rights movements</li> <li>• Cold War superpowers and competition</li> <li>• Economic liberalization</li> <li>• Twentieth century transportation and telecommunication technologies</li> <li>• Global changes in women’s rights and/or gender roles</li> <li>• Industrial Revolution or Industrial Capitalism</li> </ul> <p><b>Example of acceptable contextualization:</b></p> <ul style="list-style-type: none"> <li>• <i>“During the twentieth century, industrialized economies provided their citizens with an ever-wider range of mass-produced goods, a development that had profound effects on the economy through the rise of consumerism and consumer culture.”</i></li> <li>• <i>“Giant multinational corporations became household names around the world.”</i> [Minimally acceptable contextualization]</li> </ul>
	<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• The response must describe broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question that are relevant to the topic of the prompt.</li> <li>• To earn this point, the context provided must be more than a phrase or reference.</li> </ul>	

Reporting Category	Scoring Criteria		
<p><b>Row C Evidence</b> [0-2 points]</p>	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Provides specific examples of at least <b>two</b> pieces of evidence relevant to the <b>topic</b> of the prompt.</p>	<p><b>2 points</b> Supports an <b>argument</b> in response to the prompt using at least <b>two</b> pieces of specific and relevant evidence.</p>
<b>Decision Rules and Scoring Notes</b>			
	<p><b>Responses that do not earn points:</b></p> <ul style="list-style-type: none"> <li>Identify a single piece of evidence.</li> <li>Provide evidence that is not relevant to the topic of the prompt.</li> <li>Provide evidence that is outside the time period or region specified in the prompt.</li> <li>Repeat information that is specified in the prompt.</li> </ul> <p><b>Examples that do not earn points:</b></p> <p><b>Provide evidence that is outside the time period of the prompt</b></p> <ul style="list-style-type: none"> <li><i>“The COVID-19 pandemic showed the dark side of globalization.”</i></li> </ul> <p><b>Repeat information specified in the prompt</b></p> <ul style="list-style-type: none"> <li><i>“New technologies and economic changes led to globalization during the twentieth century.”</i></li> </ul>	<p><b>Responses that earn 1 point:</b></p> <ul style="list-style-type: none"> <li>Identify at least two specific historical examples relevant to globalization.</li> </ul> <p><b>Examples of evidence that are specific and relevant include the following [two examples required]:</b></p> <ul style="list-style-type: none"> <li>Specific information about global institutions, such as the IMF, World Bank, World Trade Organization, United Nations</li> <li>Specific information about multinational corporations and the globalization of their operations, for example McDonald’s, Coca-Cola, Sony, Alibaba</li> <li>Economic liberalization of specific countries such as China, Russia, Chile, South Korea, and Vietnam</li> <li>Specific environmental movements, such as Greenpeace, The Green Belt Movement in Kenya</li> <li>The Green Revolution and the adoption of new crops in Africa and Asia</li> <li>Specific anti-globalization movements, such as The World Fair Trade Organization</li> <li>International Free Trade Agreements, such as NAFTA, EU</li> <li>Protests against free trade movements</li> <li>Globalization of consumer culture, for example the rising global popularity of United States brands, music, and cinema</li> <li>Vaccines and antibiotics</li> <li>Birth control</li> <li>Cultural globalization such as Reggae, K-pop, Bollywood, Facebook, BBC, World Cup, the Olympics, etc.</li> </ul> <p><b>Example of a statement that earns one point for evidence:</b></p> <ul style="list-style-type: none"> <li><i>“Bollywood and Eurovision are two examples of non-US-based globalization.”</i></li> </ul>	<p><b>Responses that earn 2 points:</b></p> <ul style="list-style-type: none"> <li>Use at least two specific historical examples to support an argument regarding the extent to which globalization was primarily driven by economic factors during the late twentieth century.</li> </ul> <p><b>Examples that successfully support an argument with evidence:</b></p> <ul style="list-style-type: none"> <li><i>“The development of shipping containers and larger container ships, as well as the passage of business-friendly laws in many low-wage Asian and Latin American countries allowed many Western corporations to offshore their production, leading to the complete transformation of the global economy.”</i> [Uses evidence to support an argument about how economic changes greatly increased the pace and scope of globalization]</li> <li><i>“The collapse of the Soviet Union and the dissolution of Communist Bloc brought numerous nations into direct participation in international capitalist markets, which allowed multinational corporations to further expand their activities, and contributed to globalization.”</i> [Uses evidence to support an argument about how the end of the Cold War contributed to globalization]</li> </ul>

**Additional Notes:**

- 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><b>Row D</b> <b>Analysis and Reasoning</b></p> <p><b>[0-2 points]</b></p>	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Uses historical reasoning [e.g., comparison, causation, continuity, and change] to frame or structure an argument that addresses the prompt.</p>	<p><b>2 points</b> Demonstrates a complex understanding of the historical development that is the focus of the prompt through sophisticated argumentation and/or effective use of evidence.</p>			
<b>Decision Rules and Scoring Notes</b>						
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="327 456 627 1117" style="width: 33%; vertical-align: top;"> <p><b>Responses that do not earn points:</b></p> <ul style="list-style-type: none"> <li>• May include evidence but offer no reasoning to connect the evidence to an argument.</li> <li>• May assert the use of historical reasoning but does not use it to frame or structure an argument.</li> </ul> </td> <td data-bbox="627 456 1199 1117" style="width: 33%; vertical-align: top;"> <p><b>Responses that earn 1 point:</b></p> <ul style="list-style-type: none"> <li>• Must demonstrate the use of historical reasoning to frame or structure an argument about the extent to which globalization was primarily driven by economic factors during the late twentieth century. The reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking specificity.</li> </ul> </td> <td data-bbox="1199 456 1950 1117" style="width: 33%; vertical-align: top;"> <p><b>Responses that earn 2 points:</b></p> <p>May demonstrate a complex understanding through sophisticated argumentation that is relevant to the prompt. This may be done in a variety of ways, such as:</p> <ul style="list-style-type: none"> <li>• Explaining multiple themes or perspectives to explore complexity or nuance; OR</li> <li>• Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR</li> <li>• Explaining both cause and effect, both similarity and difference, or both continuity and change; OR</li> <li>• Explaining relevant and insightful connections within and across periods or geographical areas. These connections should clearly relate to an argument that responds to the prompt.</li> </ul> <p>May demonstrate a complex understanding through effective use of evidence relevant to an argument that addresses the prompt. This may be done in a variety of ways that might include:</p> <ul style="list-style-type: none"> <li>• Explaining how multiple pieces of specific and relevant evidence [at least <b>four</b>] support a nuanced or complex argument that responds to the prompt; OR</li> <li>• Using evidence effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt.</li> </ul> </td> </tr> </table>				<p><b>Responses that do not earn points:</b></p> <ul style="list-style-type: none"> <li>• May include evidence but offer no reasoning to connect the evidence to an argument.</li> <li>• May assert the use of historical reasoning but does not use it to frame or structure an argument.</li> </ul>	<p><b>Responses that earn 1 point:</b></p> <ul style="list-style-type: none"> <li>• Must demonstrate the use of historical reasoning to frame or structure an argument about the extent to which globalization was primarily driven by economic factors during the late twentieth century. The reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking specificity.</li> </ul>	<p><b>Responses that earn 2 points:</b></p> <p>May demonstrate a complex understanding through sophisticated argumentation that is relevant to the prompt. This may be done in a variety of ways, such as:</p> <ul style="list-style-type: none"> <li>• Explaining multiple themes or perspectives to explore complexity or nuance; OR</li> <li>• Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR</li> <li>• Explaining both cause and effect, both similarity and difference, or both continuity and change; OR</li> <li>• Explaining relevant and insightful connections within and across periods or geographical areas. These connections should clearly relate to an argument that responds to the prompt.</li> </ul> <p>May demonstrate a complex understanding through effective use of evidence relevant to an argument that addresses the prompt. This may be done in a variety of ways that might include:</p> <ul style="list-style-type: none"> <li>• Explaining how multiple pieces of specific and relevant evidence [at least <b>four</b>] support a nuanced or complex argument that responds to the prompt; OR</li> <li>• Using evidence effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt.</li> </ul>
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		<p><b>Example of acceptable use of historical reasoning:</b></p> <ul style="list-style-type: none"> <li>• <i>“At the end of the Cold War some former communist nations began to open their economies to capitalism and free-market principles, leading countries like China and Vietnam to join global manufacturing and distribution networks as a way to increase their exports.”</i> [Indicates a development that establishes a connection between economic development and globalization]</li> </ul>	<p>through the internet. [Explains how at least four pieces of evidence support a nuanced or complex argument]</p> <ul style="list-style-type: none"> <li>• Explaining how multinational corporations responded to lowered trade barriers after the end of the Cold War by outsourcing production to developing countries, which helped raise living standards for local populations while causing job losses in developed economies. [Explains nuance, considers both causes and effects]</li> <li>• Explaining how after the Cold War many former communist countries created mixed socialist-capitalist economies to promote economic growth, in the process gradually allowing global brands such as McDonald’s and Coca-Cola to expand their customer base in the former Soviet Union, Asia, and Africa. [Explains relevant and insightful connections across regions]</li> </ul>
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• To earn the first point for analysis and reasoning, the response must use historical reasoning to structure a response to the prompt, although the reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking in specificity.</li> <li>• This complex understanding must be part of the argument and may be demonstrated in any part of the response.</li> <li>• While it is not necessary for this complex understanding to be woven throughout the response, it must be more than merely a phrase or reference.</li> </ul>			