

2026



AP[®] European History

Scoring Guidelines

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

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timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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

A Describe an argument that the author makes in the passage **1 point**

Examples of acceptable responses may include the following:

- Between 1600 and 1700, England transformed from a rural, agricultural society with high poverty and significant social problems to a society with a thriving consumer culture.
- Witch trials decreased as a result of political stability and economic prosperity.
- By 1700, England was more politically stable and had a thriving public sphere.

B Describe one piece of evidence from the passage that supports one of the author's claims. **1 point**

Examples of acceptable responses may include the following:

- Laborers at the end of the 1600s earned more as a result of a growing economy.
 - Earlier social problems such as famine and unemployment were diminished by the end of the 1600s.
 - Global trade, which brought products such as coffee, sugar, and tobacco to England, contributed to a new, thriving consumer culture and public engagement in politics.
 - Social problems such as plague, witch trials, and crime diminished at the end of the 1600s, which made England more economically and politically stable.
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| C | Using a specific example, explain how the changes of the 1600s described by the author contributed to a political development in the period from 1648 to 1750. | 1 point |
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Examples of acceptable responses may include the following:

- New public venues such as coffeehouses and the expansion of print media encouraged the spread of Enlightenment ideas that challenged absolutism.
 - The wealth and power of the middle classes expanded due to increased global trade and the commercial revolution, and they began to actively challenge absolutist systems of government.
 - The Glorious Revolution led to a decrease in monarchical power in England, as Parliament gained significant rights.
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Question 2: Short Answer Primary Source**3 points****General Scoring Notes**

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

A Describe a relevant historical context for the painting. **1 point**

Examples of acceptable responses may include the following:

- World War I required increased munitions production and other supplies necessary for the war effort.
- Total war changed everyday life and required all European citizens to participate in the war effort.
- The factory system became the dominant mode of production by the First World War.

B Describe one way that the painting depicts a change in European gender roles in the first half of the twentieth century. **1 point**

Examples of acceptable responses may include the following:

- During the First World War, women began to fill jobs that had traditionally been done by men who were off fighting the war.
 - Middle-class women were no longer confined to the domestic sphere and began working in jobs outside the home.
 - Women argued that their labor and contribution to the war effort should bring with it more rights and opportunities.
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C	Using a specific example, explain how European women’s lives changed after 1950.	1 point
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Examples of acceptable responses may include the following:

- Women’s contribution to the war effort led the remaining European states to grant women the right to vote, which allowed women greater political opportunities, increased representation, and some even attained high political offices.
 - Second-wave feminists helped push for equality in professional careers and the workplace, which meant that women had more opportunities to work outside the home than they did before the Second World War.
 - New marriage patterns (including easier access to divorce) and the expansion of women’s access to birth control enabled women to have more control over their personal and professional lives.
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Question 3: Short Answer No Stimulus**3 points****General Scoring Notes**

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

A Describe one feature of the Scientific Revolution. **1 point**

Examples of acceptable responses may include the following:

- Individuals made significant new discoveries in scientific fields such as astronomy, anatomy, physics, etc.
- Collectively those who practiced science moved toward a new approach favoring empirical observation and measurement.
- New instruments (such as the microscope, telescope, and thermometer) were devised to facilitate the collection of evidence.

B Describe one similarity between the Renaissance and the Scientific Revolution. **1 point**

Examples of acceptable responses may include the following:

- Both were intellectual movements that often involved challenging existing authorities and established modes of thought.
 - Both generally emphasized the role of individual achievement.
 - Both were generally concerned with the secular or physical world rather than the realm of religion or spirituality.
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| C | Using a specific example, explain how the Scientific Revolution affected European society during the period 1600 to 1800. | 1 point |
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Examples of acceptable responses may include the following:

- During the Enlightenment, thinkers outside the sciences sought to apply scientific principles of rationalism and empiricism in attempts to re-order society and improve humanity.
 - Monarchs and governments increasingly viewed scientific advancement as a source of prestige and developed institutions such as scientific and literary academies to promote scholarly research.
 - Scientific advances and the general emphasis of the Scientific Revolution on the physical world led some individuals to question or modify their religious beliefs, leading to new ideas such as Deism.
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Question 4: Short Answer No Stimulus**3 points****General Scoring Notes**

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

A Describe one challenge to national unification movements in the period 1815 to 1848. **1 point**

Examples of acceptable responses may include the following:

- Conservatives sought to suppress nationalist movements after the Napoleonic wars.
- For the working classes in many countries, class identity was more important than national identity.
- Leaders of multi-ethnic empires such as the Habsburg Empire sought to prevent minority ethnic groups from challenging the power of the majority.

B Describe one similarity between the ways Italian unification and German unification were accomplished during the 1800s. **1 point**

Examples of acceptable responses may include the following:

- Both Germany and Italy used military interventions to unify their countries.
 - Both Germany and Italy were unified under the leadership of a strong regional state (e.g., Prussia and Piedmont-Sardinia).
 - Both Germany and Italy were unified under “new” conservatives (e.g., Bismarck and Cavour) who embraced and championed national sentiment.
 - Both German and Italian unification left certain territories claimed by German and Italian nationalists outside the borders of the new states.
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C	Using a specific example, explain how Germany's unification led to the transformation of international relations within Europe after 1870.	1 point
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Examples of acceptable responses may include the following:

- Growing competition between nation-states after German unification led to an arms race, new political and military alliances, and eventually to the First World War.
 - Germany's unification created a new major military and economic power in Europe, upsetting the existing balance of power and reshuffling traditional alliances and international patterns resulting in the Triple Alliance that remained in conflict with the Entente Cordiale through the outbreak of the First World War.
 - Germany's control of Alsace-Lorraine post-unification was a source of resentment in France, ensuring that the two major continental powers remained political enemies.
 - Germany's desire for its own colonial empire led it to start a competition with Great Britain and France for colonial holdings, which upset the balance of power in Europe.
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Question 1: Document-Based Question, Peter and Catherine**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 whether Peter the Great (reigned 1682 to 1725) or Catherine the Great (reigned 1762 to 1796) did more to transform Russia.

Reporting Category	Scoring Criteria	
Row A Thesis/Claim (0–1 points)	0 points Does not meet the criteria for one point.	1 point Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: - Are not historically defensible. - Only restate or rephrase the prompt. - Do not respond to the prompt. - Do not establish a line of reasoning. - Are overgeneralized.	Responses that earn this point: Provide a historically defensible thesis or claim about whether Peter the Great or Catherine the Great did more to transform Russia. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument.
	Examples that do not earn this point: Provide a restatement of the prompt <i>“Both Peter the Great and Catherine the Great transformed Russian society.”</i> Provide a historically defensible claim, but do not establish a line of reasoning <i>“Catherine the Great did more than Peter to transform Russian Society.”</i> Provide a claim that does not respond to the prompt <i>“Russia was an autocratic society but that changed during the Enlightenment.”</i>	Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt <i>“Peter the Great did more than Catherine the Great to transform Russian society through the modernization of society and the military.”</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <i>“Catherine the Great did more to transform Russian society through her new legal code and reforms to the health and education systems.”</i> Establish a line of reasoning <i>“Peter the Great transformed Russian society more through his military reforms.”</i> (Minimally acceptable thesis/claim)
	Additional Notes: - The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs). - The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period.	

Reporting Category	Scoring Criteria	
Row B Contextualization (0–1 points)	0 points Does not meet the criteria for one point.	1 point Describes a broader historical context relevant to the prompt.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: - Provide an overgeneralized statement about the time period referenced in the prompt. - Provide context that is not relevant to the prompt. - Provide a passing phrase or reference. Examples that do not earn this point: Do not provide context relevant to the topic of the prompt <i>“Karl Marx was an important thinker who challenged capitalism.”</i> Provide an overgeneralized statement about the time period referenced in the prompt <i>“During the 1600s and 1700s all of the monarchies were absolutist.”</i>	Responses that earn this point: - Accurately describe a context relevant to Peter the Great’s or Catherine the Great’s efforts to transform Russia. Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - Absolutism - The Enlightenment - Serfdom in Russia - Advances in military technology that led to new forms of warfare - The expansion of administrative bureaucracy - The expansion of religious toleration in Europe Examples of acceptable contextualization: <i>“Catherine the Great corresponded with French Enlightenment thinkers and implemented Enlightenment-inspired reforms in Russia.”</i> <i>“The vast majority of Russia’s population were serfs.”</i> (Minimally acceptable contextualization)
	Additional Notes: - The response must describe broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question that are relevant to the topic of the prompt. - To earn this point, the context provided must be more than a phrase or reference.	

Reporting Category	Scoring Criteria		
Row C Evidence from Documents (0–2 points)	0 points Does not meet the criteria for one point.	1 point Uses the content of at least three documents to address the topic of the prompt.	2 points Supports an argument in response to the prompt using at least four documents.
	Decision Rules and Scoring Notes		
	Responses that do not earn points: • Use evidence from less than three of the documents. • Misinterpret the content of the document. • Quote the content of the documents without providing an accompanying description. • Address documents collectively rather than considering separately the content of each document.	Responses that earn 1 point: • Accurately describe—rather than simply quote—the content from at least three of the documents to address whether Peter the Great or Catherine the Great did more to transform Russia. Examples of describing the content of a document: Describe evidence from the documents relevant to the topic but do not use that evidence to support an argument • (Document 2): “<i>Peter the Great sought to open Russia to foreigners and make it a more prosperous country.</i>” • (Document 4): “<i>Catherine the Great built canals across Russia.</i>”	Responses that earn 2 points: • Support an argument in response to the prompt by accurately using the content of at least four documents. Examples of supporting an argument using the content of a document: • (Document 5): “<i>Catherine the Great provided free inoculation and schooling to Russian children, which greatly improved the lives of many Russians.</i>” (Uses evidence from the document to support an argument about how Catherine the Great transformed Russian society through medicine and education) • (Document 1): “<i>Peter the Great was a great military leader who build the Russian city of St. Petersburg and made it into an important port.</i>” (Uses evidence from the document to support an argument about how Peter the Great strengthened and modernized Russia)
	Additional Notes: • 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.		

Reporting Category	Scoring Criteria	
Row C Evidence Beyond Documents (0–1 points)	0 points Does not meet the criteria for one point.	1 point Uses at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument in response to the prompt.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: - Provide evidence that is not relevant to an argument about the prompt. - Provide evidence that is outside the time period or region specified in the prompt. - Repeat information that is specified in the prompt or in any of the documents. - Provide a passing phrase or reference.	Responses that earn this point: - Must use at least one specific piece of historical evidence relevant to whether Peter the Great or Catherine the Great did more to transform Russia. Examples of specific and relevant evidence beyond the documents that earn this point include the following, if appropriate elaboration is provided: - Enlightened absolutism - Peter the Great’s establishment of the Russian navy - Catherine the Great’s centralization of administrative power in the Russian empire - French Enlightenment support for Catherine the Great (e.g., Voltaire’s and Diderot’s correspondence with Catherine) - Peter the Great’s travels to England to learn about shipbuilding and navigation - Catherine the Great’s annexation of Poland - The Russian army’s military victory against Sweden - Peter the Great’s beard tax, which sought to bring Russian society into line with western Europe. - Peter the Great’s classification of Russian society through the Table of Ranks. Examples of evidence beyond the documents relevant to an argument about the prompt: <i>“In his desire to ‘westernize’ Russian society, Peter the Great traveled to England to study shipbuilding and other western ideas.”</i> (Provides a piece of evidence not in the documents relevant to an argument about the prompt) <i>“French Enlightenment philosophes corresponded with Catherine the Great and praised her reforms as a model of ‘Enlightened despotism.’”</i> (Provides a piece of evidence not in the documents relevant to an argument about the prompt)
	Additional Notes: - Typically, statements credited as evidence will be more specific than statements credited as contextualization. - To earn this point, the evidence provided must be different from the evidence used to earn the point for contextualization. - To earn this point, the evidence provided must be more than a phrase or reference. - The point for evidence beyond the documents may be awarded for evidence that appears in any part of the response.	

Reporting Category	Scoring Criteria	
Row D Analysis and Reasoning Sourcing (0–1 points)	0 points Does not meet the criteria for one point.	1 point For at least two documents, explains how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: - Explain sourcing for fewer than two of the documents. - Identify the point of view, purpose, historical situation, and/or audience but fail to explain how or why it is relevant to an argument. - Summarize the content or argument of the document without explaining the relevance of this summary to the point of view, purpose, historical situation, and/or audience.	Responses that earn this point: Must explain how or why—rather than simply identifying—the document’s point of view, purpose, historical situation, or audience is relevant to an argument that addresses the prompt for each of the two documents sourced.
	Examples that do not earn this point: Identify the point of view, purpose, historical situation, and/or audience, but do not explain how or why it is relevant to an argument “Princess Dashkova was the first woman elected to run the Russian National Academy of Sciences.” Summarize the content of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience “Prince Shcherbatov describes how Peter the Great created new opportunities for men and women to meet in public.”	Example of acceptable explanation of the relevance of the author’s point of view: (Document 7): “Princess Catherine Dashkova was supportive of Catherine the Great, a strong female leader who placed her in a position of authority, a situation that was unusual for women at the time.” (Connects the point of view of the document relevant to an argument about how Catherine the Great challenged traditional gender roles in Russia) Example of acceptable explanation of the relevance of the author’s purpose: (Document 3): “The French artists created the painting during the Enlightenment to show how Catherine the Great’s ‘enlightened’ reforms were very good for Russian society.” (Connects the purpose of the document relevant to an argument about how Catherine the Great drew on Enlightenment thought to improve Russia) Example of acceptable explanation of the relevance of the historical situation of a source: (Document 5): “Francisco de Miranda was highlighting Catherine’s reforms to promote medical care and education among the Russian population at a time when such advances were unusual across eastern Europe.” (Connects the historical situation of the document relevant to an argument about Catherine the Great’s modernization efforts) Example of acceptable explanation of the relevance of the audience: (Document 2): “Peter the Great was writing to people in western Europe, trying to encourage them to come to Russia to live and trade.” (Connects the audience of the document relevant to an argument about Peter the Great’s ‘westernization’ efforts)

Reporting Category	Scoring Criteria	
Row D Analysis and Reasoning Complex Understanding (0–1 points)	0 points Does not meet the criteria for one point.	1 point Demonstrates a complex understanding of the historical development that is the focus of the prompt through sophisticated argumentation and/or effective use of evidence.
	Decision Rules and Scoring Notes	
		Responses that earn this point: May demonstrate a complex understanding through sophisticated argumentation that is relevant to the prompt. This may be done in a variety of ways, such as: - Explaining multiple themes or perspectives to explore complexity or nuance; OR - Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR - Explaining both cause and effect, both similarity and difference, or both continuity and change; OR - Explaining relevant and insightful connections within and across periods or geographical areas. These connections should clearly relate to an argument that responds to the prompt. 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: - Effectively using seven documents to support an argument that responds to the prompt; OR - Explaining how the point of view, purpose, historical situation, and/or audience of at least four documents supports an argument that responds to the prompt; OR - Using documents and evidence beyond the documents effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt. Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided: - A response may argue that although Catherine the Great did more to transform Russian society, much of her success was due to the earlier transformations made by Peter the Great. (Demonstrates complexity and nuance) - A response may argue that both Peter the Great and Catherine the Great transformed Russia, but in different domains (e.g., Peter in military reforms and westernization and Catherine in legal and social reforms). (Demonstrates sophisticated understanding) - A response may argue that Catherine the Great was heavily influenced by Enlightenment ideas and engaged in frequent correspondence with French Enlightenment thinkers such as Voltaire and Diderot. (Demonstrates relevant and insightful connections)
	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. Alexander Gordon, Scottish general who fought in the Russian army under Peter the Great in the early 1700s, <i>The History of Peter the Great, Emperor of Russia</i> , published in Scotland in 1755	- Describes Peter the Great’s actions on the battlefield in 1703 and his plans to build a strong fortress town called St. Petersburg - Claims that the construction of the city and the harbor angered the Swedes and led to the loss of many men and horses	- The author is a foreign military officer who personally witnessed the actions of Peter the Great. (POV) - Gordon’s history book was written for people in Britain so that they would better appreciate Peter the Great’s actions. (purpose)
2. Peter the Great, “Decree on the Invitation of Foreigners,” 1702	- Describes the goals and objectives of Peter the Great in opening Russia to foreign trade - Claims that to achieve these aims, he has improved the military and reaffirmed the free exercise of religion in Russia	- The audience of the decree was both Russian citizens and foreigners who might be interested in trading with Russia or coming to live in Russia. (audience) - Peter the Great was attempting to “Westernize” Russia at this time by modeling his military and government on examples from western Europe. (situation)
3. Pierre-Philippe Choffard and Charles Monnet, <i>Allegory of the Empress Catherine II with the Text of ‘Nakaz’</i> (‘Instructions’), France, 1778	- This image is an allegory of Catherine the Great presenting her new legal code to the Russian people - Depicts an angel blowing a trumpet above Catherine and a crowd of people looking up to Catherine and the book	- The painting was done in France during the Enlightenment and shows how Catherine was appreciated for her Enlightened absolutism in places like France. (situation) - The artists were likely trying to show support for Catherine’s reign by depicting her with angels celebrating her legal code. (purpose)
4. Count de Ségur, French ambassador to Russia, account of a 1785 tour of Russia with Catherine the Great, published in 1824	- Describes important canals and locks that extend from St. Petersburg in the north of Russia to the Black Sea in the south and enrich the empire - Claims that Catherine the Great was completing the earlier work of Peter the Great and improving on it	- As a foreign ambassador, the Count de Ségur was likely trying to provide a positive view of Russia to the French government. (POV/purpose) - Ségur’s book was published in 1824 as the new ultra-conservative French monarchy was attempting to restore France to a form of absolutist monarchy. (situation)
5. Francisco de Miranda, revolutionary from South America, diary entry of his tour of Russia, 1787	- Describes two establishments in the Russian Empire founded by Catherine the Great: a facility for free inoculations for children of the poor and a free public school for children of soldiers - Claims that these institutions have served tens of thousands of children across the empire	- Miranda, a foreigner and revolutionary, was very impressed with Catherine the Great’s support for science and education. (POV) - The main purpose of the diary entry was to record Miranda’s observations on his tour of Russia as a model for what could happen in Latin America and inform his revolutionary activities. (purpose)

6. Prince Mikhail Shcherbatov, Russian philosopher and historian, <i>On the Corruption of Morals in Russia</i>, 1787	• Describes gatherings that Peter the Great established where women participated in entertainments alongside men • Argues that these gatherings were good for women and young men because they were no longer segregated and could meet their future spouses before the wedding • Claims that women began to realize the power of their beauty and adopt fancy clothes and adornments	• The title of Shcherbatov's book suggests that he was a nobleman who sought to describe the more open society that Peter the Great created in Russia in negative terms. (purpose) • Shcherbatov was writing during the reign of Catherine the Great so he may have wanted to promote her ideas over those of her predecessor. (POV)
7. Princess Catherine Dashkova, first female director of the Russian National Academy of Sciences, memoir published in French in 1804	• Describes the innovations of Catherine the Great in Russia, including new maps of the empire, the organization of the empire into districts, and the establishment of judicial courts and police • Argues that these developments made the roads safe and convenient and everyone grew more wealthy and secure	• The memoir shows that women in Russia during the reign of Catherine the Great obtained positions of high leadership in her government. (situation) • Since the memoir was published in French, the audience was likely French intellectuals who supported the Enlightenment and French Revolution. (audience)

Question 2: Long Essay Question, Changes in Social Hierarchies**6 points****General Scoring Notes**

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

Evaluate the most significant cause of changes in traditional social hierarchies in Europe during the period 1450 to 1600.

Reporting Category	Scoring Criteria	
Row A Thesis/Claim (0–1 points)	0 points Does not meet the criteria for one point.	1 point Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: - Are not historically defensible. - Only restate or rephrase the prompt. - Do not respond to the prompt. - Do not establish a line of reasoning. - Are overgeneralized.	Responses that earn this point: Provide a historically defensible thesis or claim about the most significant cause of changes in traditional social hierarchies in Europe during the period 1450 to 1600. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument.
	Examples that do not earn this point: Provide a restatement of the prompt <i>“Traditional social hierarchies changed a lot between 1450 to 1600.”</i> Provide a historically defensible claim, but do not establish a line of reasoning <i>“The Protestant Reformation led to many challenges to traditional social hierarchies.”</i> Provide a claim that is not historically defensible <i>“Socialism was the most significant cause of changes to social hierarchies between 1450 and 1600.”</i>	Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt <i>“The invention of the printing press challenged traditional social hierarchies because it enabled the spread of new ideas like secularism and individualism that called into question the power of political and social elites.”</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <i>“Capitalism changed traditional hierarchies by shifting power away from the nobility to a new class of economic elites and creating incentives for people to move to cities.”</i> Establish a line of reasoning <i>“The Protestant Reformation changed traditional social structures by providing an alternative to the Catholic Church.”</i> (Minimally acceptable thesis/claim)
	Additional Notes: - The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs). - The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period.	

Reporting Category	Scoring Criteria	
Row B Contextualization (0–1 points)	0 points Does not meet the criteria for one point.	1 point Describes a broader historical context relevant to the prompt.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: - Provide an overgeneralized statement about the time period referenced in the prompt. - Provide context that is not relevant to the prompt. - Provide a passing phrase or reference.	Responses that earn this point: Accurately describe a context relevant to changes in traditional social hierarchies during the period 1450 to 1600.
	Examples that do not earn this point: Do not provide context relevant to the topic of the prompt <i>“European countries began to compete for overseas colonies.”</i> Provide a passing phrase or reference <i>“The Renaissance led to the revival of many classical texts.”</i>	Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - Medieval / <i>Ancien régime</i> social structures (e.g., the “society of orders”) - The growth of the commercial economy and the expansion of cities - Renaissance humanism/individualism - Traditional labor patterns within the household or agricultural economy - Protestant Reformation theology and challenges to Catholic religious hierarchies - The dissemination of ideas through print media and the growth of literacy - The practice of clerical celibacy in the Catholic Church (and the Reformation’s rejection of it) - The Agricultural Revolution - Renaissance and Reformation debates about the role of women in the family, church, and society - Wars of religion - Mercantilism and the expansion of commercial development in Europe and overseas Example of acceptable contextualization: <i>“The expansion of capitalism and commerce led many people to move to cities and seek new kinds of jobs outside of agriculture.”</i> <i>“Some Renaissance thinkers argued that women should have an expanded role in society.”</i> (Minimally acceptable contextualization)
	Additional Notes: - The response must describe broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question that are relevant to the topic of the prompt. - To earn this point, the context provided must be more than a phrase or reference.	

Reporting Category	Scoring Criteria		
Row C Evidence (0–2 points)	0 points Does not meet the criteria for one point.	1 point Provides specific examples of at least two pieces of evidence relevant to the topic of the prompt.	2 points Supports an argument in response to the prompt using at least two pieces of specific and relevant evidence.
	Decision Rules and Scoring Notes		
	Responses that do not earn points: - Identify a single piece of evidence. - Provide evidence that is not relevant to the topic of the prompt. - Provide evidence that is outside the time period or region specified in the prompt. - Repeat information that is specified in the prompt.	Responses that earn 1 point: Identify at least two specific historical examples relevant to changes in traditional social hierarchies during the period 1450 to 1600.	Responses that earn 2 points: Use at least two specific historical examples to support an argument regarding the most significant cause of changes in traditional social hierarchies in Europe during the period 1450 to 1600.
	Examples that do not earn points: Provide evidence that is outside the time period <i>“Enlightenment thinkers challenged absolutist government.”</i>	Examples of evidence that are specific and relevant include the following (two examples required): - The development of capitalism - Innovations in banking and finance that led to the development of global trade and new economic elites - The expansion of the market economy - The commercialization of agriculture and peasant migration to cities - Humanist revival in the Italian and/or Northern Renaissance that promoted secular models for individual and political behavior - The invention of the printing press and dissemination of new ideas - The development of vernacular literature - Delayed marriage and childbearing due to economic and environmental challenges (e.g., the Little Ice Age) Example of a statement that earns one point for evidence: <i>“European cities became centers for commerce and banking, coinciding with the development of capitalism.”</i>	Examples that successfully support an argument with evidence: <i>“The development of capitalism led to the expansion of the market economy. Meanwhile, the creation of a new economic elite challenged the traditional political and economic power of the nobility.”</i> (Uses evidence to support an argument about how the development of capitalism led to challenges to traditional social hierarchies) <i>“With their criticism of abuses by the Catholic Church, Protestant reformers challenged Catholic religious and social hierarchies. At the same time, ongoing debates about the role of the family and individual in society emerged within the Catholic Church.”</i> (Uses evidence to support an argument about how religious reform movements led to changes in traditional social hierarchies) <i>The Renaissance led to the revival of classical ideas around the role of the state and the individual and the printing press was the vehicle for the spread of these ideas.</i> (Uses evidence to support an argument about how the spread of Renaissance ideas led to changes in traditional social hierarchies)
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		
Row D Analysis and Reasoning Complex Understanding (0–2 points)	0 points Does not meet the criteria for one point.	1 point Uses historical reasoning (e.g., comparison, causation, continuity and change) to frame or structure an argument that addresses the prompt.	2 points Demonstrates a complex understanding of the historical development that is the focus of the prompt through sophisticated argumentation and/or effective use of evidence.
	Decision Rules and Scoring Notes		
	Responses that do not earn points: - May include evidence but offer no reasoning to connect the evidence to an argument. - May assert the use of historical reasoning but does not use it to frame or structure an argument.	Responses that earn 1 point: Must demonstrate the use of historical reasoning to frame or structure an argument about the most significant cause of changes in traditional social hierarchies in Europe during the period 1450 to 1600. The reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking specificity.	Responses that earn 2 points: 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: - Explaining multiple themes or perspectives to explore complexity or nuance; OR - Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR - Explaining both cause and effect, both similarity and difference, or both continuity and change; OR - Explaining relevant and insightful connections within and across periods or geographical areas. These connections should clearly relate to an argument that responds to the prompt. 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: - Explaining how multiple pieces of specific and relevant evidence (at least four) support a nuanced or complex argument that responds to the prompt; OR - Using evidence effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt.
	Examples that do not earn points: Introduce historical reasoning but do not use this to establish an argument <i>“The Reformation led to a change in structures of religious authority.”</i>	Using a historical reasoning process to frame or structure an argument could include: - Explaining various ways that the Protestant and Catholic Reformations transformed existing social hierarchies using comparison. - Discussing changes in European labor patterns as a result of the	Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided: Discussing how the Reformation and the development of capitalism worked in tandem to transform traditional social structures. (Explains multiple themes or perspectives)

		development of capitalism using continuity and change. Example of acceptable use of historical reasoning: “<i>With the expansion of the market economy, new economic elites challenged traditional medieval social structures that privileged the nobility and clergy.</i>” (Indicates a change to traditional social structures as a result of economic changes in Europe)	Discussing how the development of the market economy in the 16th century and industrialization in the 18th century led to comparable social upheavals. (Explains insightful connections across time periods)
	Additional Notes: - To earn the first point for analysis and reasoning, the response must use historical reasoning to structure a response to the prompt, although the reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking in specificity. - This complex understanding must be part of the argument and may be demonstrated in any part of the response. - While it is not necessary for this complex understanding to be woven throughout the response, it must be more than merely a phrase or reference.		

Question 3: Long Essay Question, Responses to Industrialization**6 points****General Scoring Notes**

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

Evaluate the most significant effect of governmental responses to industrialization in the 1800s.

Reporting Category	Scoring Criteria	
Row A Thesis/Claim (0–1 points)	0 points Does not meet the criteria for one point.	1 point Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: - Are not historically defensible. - Only restate or rephrase the prompt. - Do not respond to the prompt. - Do not establish a line of reasoning. - Are overgeneralized. Examples that do not earn this point: Provide a restatement of the prompt <i>“Many governments in Europe sought to respond to industrialization in the 1800s.”</i> Provide a historically defensible claim, but do not establish a line of reasoning <i>“Governments instituted many reforms to address the problems associated with industrialization.”</i> <i>“The most significant effects of government responses to industrialization stem from new governmental ideologies and the establishment of governmental regulations on unsafe labor conditions.”</i> Provide a claim that is not historically defensible <i>“Governments were not really concerned about the social effects of industrialization in the 1800s.”</i>	Responses that earn this point: - Provide a historically defensible thesis or claim about the most significant effect of governmental responses to industrialization in the 1800s. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument. Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt <i>“Governments responded to industrialization by expanding their overseas empires, thereby acquiring raw materials for industrial manufacturing and new markets for consumer goods.”</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <i>“The most significant governmental response to industrialization was urban reform, which improved living conditions for industrial workers and frustrated their efforts at political mobilization.”</i> Establish a line of reasoning <i>“Governments responded to industrialization by expanding social services and welfare for workers.”</i> (Minimally acceptable thesis/claim)
	Additional Notes: - The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs). - The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period.	

Reporting Category	Scoring Criteria	
Row B Contextualization (0–1 points)	0 points Does not meet the criteria for one point.	1 point Describes a broader historical context relevant to the prompt.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: - Provide an overgeneralized statement about the time period referenced in the prompt. - Provide context that is not relevant to the prompt. - Provide a passing phrase or reference. Examples that do not earn this point: Do not provide context relevant to the topic of the prompt <i>“In the 1800s, there were numerous conflicts around nationalism.”</i> Provide an overgeneralized statement about the time period referenced in the prompt <i>“During the 1800s, cities began to grow enormously.”</i>	Responses that earn this point: - Accurately describe a context relevant to governmental responses to industrialization in the 1800s. Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - The shift away from agriculture and cottage industry to wage labor in factories - Urban growth as a result of changes in European agriculture and the spread of industrialization - Liberal political ideas (e.g., laissez-faire and free trade) that promoted industrial growth but also sought to limit government involvement in industry - Worker political and economic mobilization in the face of industrialization - Differences between industrialization in Britain and on the European continent - Portrayals of the dangers of (industrial) cities in literature and the arts - Government encouragement of industry in countries like Great Britain and Prussia Example of acceptable contextualization: <i>“In their quest for profits, factory and mine owners treated their human workers much like machines, obliging men, women and even children to work long hours under miserable conditions and for low pay.”</i> <i>“Industrialization led many people to move from the countryside to cities in search of work.”</i> (Minimally acceptable contextualization)
	Additional Notes: - The response must describe broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question that are relevant to the topic of the prompt. - To earn this point, the context provided must be more than a phrase or reference.	

Reporting Category	Scoring Criteria		
Row C Evidence (0–2 points)	0 points Does not meet the criteria for one point.	1 point Provides specific examples of at least two pieces of evidence relevant to the topic of the prompt.	2 points Supports an argument in response to the prompt using at least two pieces of specific and relevant evidence.
	Decision Rules and Scoring Notes		
	Responses that do not earn points: - Identify a single piece of evidence. - Provide evidence that is not relevant to the topic of the prompt. - Provide evidence that is outside the time period or region specified in the prompt. - Repeat information that is specified in the prompt.	Responses that earn 1 point: Identify at least two specific historical examples relevant to governmental responses to industrialization in the 1800s.	Responses that earn 2 points: Use at least two specific historical examples to support an argument about the most significant effect of governmental responses to industrialization in the 1800s.
	Examples that do not earn points: Provide evidence that is outside the time period <i>“After the destruction of the Second World War, European governments put large amounts of money into rebuilding industry.”</i> Provide evidence that is outside the region <i>“In response to such disasters as the Triangle Factory Fire, governments passed laws to regulate workplace conditions and improve worker safety.”</i>	Examples of evidence that are specific and relevant include the following (two examples required): - Promulgation of laws and ordinances regulating industrial activity (hours worked, workplace safety, child labor, etc.) - The development of radical political ideologies such as socialism - The development of trade unions and workers’ political mobilization - The emergence of the welfare state in countries like France and Germany - The publication of sociological studies on working and living conditions in Europe’s industrial cities - Government-led urban renewal projects such as the Haussmannization of Paris - The construction of massive underground sewer systems in major European cities - The creation of public parks in overcrowded cities - The development of public health departments - Programs aiming to improve housing for the urban working class - The promotion of overseas imperialism to obtain raw materials for industry and export markets for manufactured goods - Nationalist competition over industrial production - Continental governments’ financial support for the development	Examples that successfully support an argument with evidence: <i>“In an effort to dissuade industrial workers from supporting the German Socialist Party, Bismarck had the government pass a number of pro-worker measures, including health insurance and worker’s compensation as well as regulations to ensure greater workplace safety.”</i> (Uses evidence to support an argument about governments responding to industrialization by addressing workplace issues) <i>“After 1870, European leaders supported the massive expansion of overseas empires to secure raw materials for industrial production and new markets for manufactured goods. However, this fueled new nationalist movements that sought to promote one nation over another. By 1900, this extreme nationalism seriously threatened peace in Europe.”</i> (Uses evidence to support an argument about the effect of governments’ efforts to promote the industrial economy by supporting imperialism) <i>“Starting in the 1830s, governments began to limit child labor in factories and mines. In Britain, the 1833 Factory Act restricted when and for how long children could work. Factory inspections were supposed to ensure compliance. In addition, European governments increasingly made schooling obligatory for all children, which</i>

		of railroads • The emergence of new class structures (e.g., bourgeoisie and proletariat) • The expansion of private and religious philanthropic associations to improve working-class life Example of a statement that earns one point for evidence: • <i>“Radical political ideologies such as socialism and communism emerged among working classes. They also began to create trade unions to achieve their desired reforms.”</i>	<i>further limited their availability for industrial work.”</i> (Uses evidence to support an argument about how the reduction in child labor resulted from governmental responses to industrialization)
	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		
Row D Analysis and Reasoning Complex Understanding (0–2 points)	0 points Does not meet the criteria for one point.	1 point Uses historical reasoning (e.g., comparison, causation, continuity and change) to frame or structure an argument that addresses the prompt.	2 points Demonstrates a complex understanding of the historical development that is the focus of the prompt through sophisticated argumentation and/or effective use of evidence.
	Decision Rules and Scoring Notes		
	Responses that do not earn points: - May include evidence but offer no reasoning to connect the evidence to an argument. - May assert the use of historical reasoning but does not use it to frame or structure an argument.	Responses that earn 1 point: Must demonstrate the use of historical reasoning to frame or structure an argument about the most significant effect of governmental responses to industrialization in the 1800s. The reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking specificity.	Responses that earn 2 points: 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: - Explaining multiple themes or perspectives to explore complexity or nuance; OR - Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR - Explaining both cause and effect, both similarity and difference, or both continuity and change; OR - Explaining relevant and insightful connections within and across periods or geographical areas. These connections should clearly relate to an argument that responds to the prompt. 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: - Explaining how multiple pieces of specific and relevant evidence (at least four) support a nuanced or complex argument that responds to the prompt; OR - Using evidence effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt.
	Examples that do not earn points: Introduce historical reasoning but do not use this to establish an argument <i>“Governmental responses to industrialization in the 1800s were significantly different than what came before.”</i>	Using a historical reasoning process to frame or structure an argument could include: Discussing how the responses of European governments to industrialization evolved during the 1800s, with one part of the essay looking at the period before 1850 and another at the period after 1850 using change over time.	Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided: A response may argue that the most significant effect of government’s response was the gradual improvement in industrial working conditions, but that the new economic justifications for

		- Explaining how European governments' willingness to help finance railroad construction created new sources of capital that could be used to develop additional areas of industrial activity using causation. Example of acceptable use of historical reasoning: <i>"Fearing revolutionary unrest among the industrial working classes, European governments rebuilt medieval streets and created new police forces to better regulate people's behavior."</i> (Indicates a cause of governmental reforms in cities that were transformed by industrialization)	imperialism were also important. (Explains multiple causes or effects) A response may discuss differences in how western European governments responded compared to responses of governments in eastern and southern Europe, which were less heavily industrialized. (Explains insightful connections across time periods and geographical areas)
	Additional Notes: - To earn the first point for analysis and reasoning, the response must use historical reasoning to structure a response to the prompt, although the reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking in specificity. - This complex understanding must be part of the argument and may be demonstrated in any part of the response. - While it is not necessary for this complex understanding to be woven throughout the response, it must be more than merely a phrase or reference.		

Question 4: Long Essay Question, Effect of WWI on International Relations**6 points****General Scoring Notes**

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

Evaluate the most significant effect of the First World War on international relations within Europe.

Reporting Category	Scoring Criteria	
Row A Thesis/Claim (0–1 points)	0 points Does not meet the criteria for one point.	1 point Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: • Are not historically defensible. • Only restate or rephrase the prompt. • Do not respond to the prompt. • Do not establish a line of reasoning. • Are overgeneralized.	Responses that earn this point: • Provide a historically defensible thesis or claim about the most significant effect of the First World War on international relations within Europe. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument.
	Examples that do not earn this point: Provide a restatement of the prompt • “World War I caused many changes in international relations in Europe.” Provide a historically defensible claim, but do not establish a line of reasoning • “World War I was significant for the effects it had on relationships among European countries.” Provide a claim that does not respond to the prompt • “World War I had more significant effects on international relations in Europe than World War II.”	Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt • “The most significant effect of World War I on international relations in Europe was that Germany lost significant power as a result of the Treaty of Versailles.” Establish a line of reasoning that evaluates the topic of the prompt with analytic categories • “The most significant effects of World War I on international relations in Europe were the end of the alliance system and new diplomatic structures like the League of Nations.” Establish a line of reasoning • “After World War I, several empires fell apart and new states were created.” (Minimally acceptable thesis/claim)
	Additional Notes: • The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs). • The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period.	

Reporting Category	Scoring Criteria	
Row B Contextualization (0–1 points)	0 points Does not meet the criteria for one point.	1 point Describes a broader historical context relevant to the prompt.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: - Provide an overgeneralized statement about the time period referenced in the prompt. - Provide context that is not relevant to the prompt. - Provide a passing phrase or reference. Examples that do not earn this point: Do not provide context relevant to the topic of the prompt <i>“The unification of Italy created new tensions with the Catholic Church.”</i> Provide a passing phrase or reference <i>“American president Woodrow Wilson had ideas about how to reshape Europe after the war.”</i>	Responses that earn this point: - Accurately describe a context relevant to the effects of the First World War on international relations within Europe. Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - Causes of the First World War (e.g., imperialism, nationalism, arms race) - The rise of Germany as a major international power after unification - The expansion of European empires in the late 1800s - The destruction and economic cost of the war - The “war guilt clause” - The establishment of the League of Nations - Woodrow Wilson’s Fourteen Points and the principle of national self-determination - The rise and decline of the United States as an international arbiter Example of acceptable contextualization: <i>“Tensions within Europe were already strained even before the First World War, as nation-states like Germany, France, and England competed for influence and power through an arms race and the expansion of their empires.”</i> <i>“World War I caused enormous destruction in Europe and led to millions of deaths.”</i> (Minimally acceptable contextualization)
	Additional Notes: - The response must describe broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question that are relevant to the topic of the prompt. - To earn this point, the context provided must be more than a phrase or reference.	

Reporting Category	Scoring Criteria		
Row C Evidence (0–2 points)	0 points Does not meet the criteria for one point.	1 point Provides specific examples of at least two pieces of evidence relevant to the topic of the prompt.	2 points Supports an argument in response to the prompt using at least two pieces of specific and relevant evidence.
	Decision Rules and Scoring Notes		
	Responses that do not earn points: - Identify a single piece of evidence. - Provide evidence that is not relevant to the topic of the prompt. - Provide evidence that is outside the time period or region specified in the prompt. - Repeat information that is specified in the prompt.	Responses that earn 1 point: Identify at least two specific historical examples relevant to the First World War and international relations within Europe.	Responses that earn 2 points: Use at least two specific historical examples to support an argument about the most significant effect of the First World War on international relations within Europe.
	Examples that do not earn points: Provide evidence that is outside the time period <i>“The Soviet Union played a key role in the buildup to the Cold War.”</i>	Examples of evidence that are specific and relevant include the following (two examples required): - The rise of aggressive nationalism - Economic instability in the interwar period (e.g., reparations, hyperinflation, the Great Depression) - Post-war isolationism and fears of a new conflict - Germany’s loss of colonies - The creation of the mandate system - Great Britain and France emerged as victors, with their colonial empires preserved and expanded - The collapse of the Austro-Hungarian Empire and the Ottoman Empire, which created new states in central and eastern Europe - The Bolshevik seizure of power in Russia and the Russian Civil War Example of a statement that earns one point for evidence: <i>“Germany faced extreme economic hardship after the First World War due to the Allied demand for economic reparations. Hyperinflation after the war also contributed to Germany’s problems.”</i>	Examples that successfully support an argument with evidence: <i>“After the war, the Austro-Hungarian, Russian, German, and Ottoman empires collapsed. As a result of the postwar treaties, new nation-states were created in eastern Europe, such as Poland and Czechoslovakia.”</i> (Uses evidence to support an argument about how the restructuring of Europe after WWI led to new types of state structures) <i>“The Germans were angry about the terms of the Treaty of Versailles, notably the loss of territory and the financial reparations imposed on them. The Nazi regime was later able to use this anger to gain support for its expansionist ideas.”</i> (Uses evidence to support an argument about how the terms of the Treaty of Versailles led to further political destabilization in Europe) <i>“The mandate system was put in place to govern the former colonies of collapsed European empires, including Germany and the Ottomans. However, because Britain and France had most of the power over them, countries like Germany were resentful.”</i> (Uses evidence to support an argument about how the mandate system that emerged after the war affected relations between states)

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		
Row D Analysis and Reasoning Complex Understanding (0–2 points)	0 points Does not meet the criteria for one point.	1 point Uses historical reasoning (e.g., comparison, causation, continuity and change) to frame or structure an argument that addresses the prompt.	2 points Demonstrates a complex understanding of the historical development that is the focus of the prompt through sophisticated argumentation and/or effective use of evidence.
	Decision Rules and Scoring Notes		
	Responses that do not earn points: - May include evidence but offer no reasoning to connect the evidence to an argument. - May assert the use of historical reasoning but does not use it to frame or structure an argument.	Responses that earn 1 point: Must demonstrate the use of historical reasoning to frame or structure an argument about the most significant effect of World War I on international relations within Europe. The reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking specificity.	Responses that earn 2 points: 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: - Explaining multiple themes or perspectives to explore complexity or nuance; OR - Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR - Explaining both cause and effect, both similarity and difference, or both continuity and change; OR - Explaining relevant and insightful connections within and across periods or geographical areas. These connections should clearly relate to an argument that responds to the prompt. 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: - Explaining how multiple pieces of specific and relevant evidence (at least four) support a nuanced or complex argument that responds to the prompt; OR - Using evidence effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt.
	Examples that do not earn points: Introduce historical reasoning but do not use this to establish an argument <i>“International relations in Europe changed significantly from the period before WWI to afterwards.”</i>	Using a historical reasoning process to frame or structure an argument could include: - Discussing how the Allied punishment of Germany after the war led to economic chaos and anger in Germany, which led to the rise of fascism using causation. - Explaining how the post-WWI settlement was similar to or	Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided: A response may discuss how the Treaty of Versailles led to several different consequences for international relations in Europe, (e.g., the rise of fascism, the mandate system, new nation-states

		different from earlier diplomatic settlements such as the Congress of Vienna using comparison. Example of acceptable use of historical reasoning: “Although the specific terms of the Treaty of Versailles were very harsh on Germany, similar treaties in the nineteenth century had also punished states that lost wars.” (Indicates a similarity in diplomatic relations within Europe over time)	in central and eastern Europe). (Explains multiple causes or effects) A response may discuss how the post-WWI political settlement differed from that after the Second World War. (Explains insightful connections across time periods)
	Additional Notes: - To earn the first point for analysis and reasoning, the response must use historical reasoning to structure a response to the prompt, although the reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking in specificity. - This complex understanding must be part of the argument and may be demonstrated in any part of the response. - While it is not necessary for this complex understanding to be woven throughout the response, it must be more than merely a phrase or reference.		