

2026



AP[®] World History: Modern

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timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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 one likely reason for Mansa Musa’s journey to Cairo and Mecca. **1 point**

Examples of acceptable responses may include the following:

- Mansa Musa wanted to emphasize his devotion to Islam.
- The pilgrimage to Mecca was one of the core beliefs of Islam and Mansa Musa’s journey was to fulfill the duty.
- The Mali Empire had long-standing trade and cultural connections to North Africa through its participation in the Trans-Saharan trade routes and Mansa Musa’s journey to Cairo was part of this process.
- Muslims are encouraged, if able, to visit Mecca at least once during their lifetimes.
- Making the pilgrimage to Islam’s holiest site would increase Mansa Musa’s legitimacy in Mali.

B Describe one piece of evidence not found in the passage that could be used to support a claim made by the author in the second paragraph. **1 point**

Examples of acceptable responses may include the following:

- The Trans-Saharan trade routes were well established, connecting empires and cities.
 - Islam had a significant influence on the trans-Saharan trade routes and the societies they connected.
 - Gold and salt from Mali were frequently traded across the Sahara.
 - Empires like Mali, Ghana, and Songhai participated in trans-Saharan trade during this period.
 - Innovations such as caravans and the camel saddle facilitated the physical crossing of the Sahara Desert.
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- Cities like Timbuktu along the trans-Saharan trade routes were hubs of cultural diffusion and Islamic learning.
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C Using a specific example, explain how long-distance trade routes affected the societies they connected in the period 1200 to 1450. **1 point**

Examples of acceptable responses may include the following:

- Long-distance trade led to the diffusion of scientific and technological innovations, like gunpowder and paper from China.
 - Long-distance trade led to the diffusion of cultural traditions, like Buddhism in East and Southeast Asia, Hinduism in Southeast Asia, and Islam in sub-Saharan Africa and Asia.
 - Long-distance trade led to the diffusion of crops and pathogens, often leading to outbreaks of epidemic diseases such as the bubonic plague.
 - Long-distance trade contributed to cultural exchange, like the spread of language, ideas, scientific knowledge, etc.; for example, increasing awareness of the Arabic and Persian languages in Central Asia, or the spread of the Indian number system to the Middle East and Europe.
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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.

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- A** Describe one technology that allowed Europeans in the period circa 1450 to 1750 to travel to the regions mentioned in the passage. **1 point**

Examples of acceptable responses may include the following:

- Some new technologies were caravels, carracks, fluyts, or other new ship types.
- The lateen sail was a technology that allowed European travel to the regions mentioned.
- Sturdier ship hulls and rudders were new technologies that enabled Europeans to travel farther.
- Navigational tools that measured geographic latitude such as astrolabes, cross-staffs, and sextants, as well as more precise ways of estimating geographic longitude were technologies that advanced European travel.
- Advances in cartography such as more precise portolan charts and new cartographical projections allowed Europeans to travel more widely.

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- B** Describe one example (from any world region) that would support the author's claim in the second paragraph about European treatment of Indigenous peoples. **1 point**

Examples of acceptable responses may include the following:

- European enslavement of Indigenous peoples in the New World is an example that supports the author's claim.
 - One example that supports the author's claim is the inhumane treatment of enslaved Indigenous workers in mines and plantations in the Americas.
 - The Casta system organized people into social categories based on their ancestry, prioritizing White Europeans over other groups.
 - European notions of racial superiority (such as Social Darwinism) in the late nineteenth and early twentieth century were used to justify imperialism.
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- European paternalistic notions such as the “White Man’s Burden” and the “civilizing mission” were used to justify imperialism in the late nineteenth and early twentieth centuries.

C	Explain how missionary activities by religious figures such as Francis Xavier were challenged during the period 1450 to 1850.	1 point
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Examples of acceptable responses may include the following:

- Protestants would compete with Catholics for converts globally as European empires expanded.
 - Many Asian countries, such as Japan and China, would attempt to restrict contact with foreigners to limit the spread of Christianity.
 - Islamic Empires often clashed with Christian states over issues such as safe passage for pilgrims and proselytizing.
 - Enlightenment philosophy began to challenge organized religion and questioned the duty of Europeans to spread Christianity to non-Christian societies.
 - Imperial rivalries between European states sometimes resulted in changes from Portuguese or Spanish Catholic control to English or Dutch Protestant control of colonies.
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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.

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- A** Describe one geographic or environmental characteristic of the Indian Ocean trade network in the period circa 1200 to 1450. **1 point**

Examples of acceptable responses may include the following:

- The Indian Ocean trade network was characterized by predictable environmental patterns, such as monsoon winds, which determined the preferred time of sailings between various points.
- The Indian Ocean trade network is mostly located in the tropics and therefore provides access to tropical crops such as spices.
- The Indian Ocean trade network favored coastal trade and trade between adjacent regions, for example between the Swahili Coast and Arabia/the Persian Gulf or between South India and Southeast Asia/Malacca.
- The geography of the Indian Ocean includes several bottleneck points—including the Strait of Malacca, the Strait of Hormuz, and the Bab el-Mandeb—that became highly contested politically and militarily.

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- B** Explain how technological or economic developments contributed to the growth of trade in the Indian Ocean in the period circa 1200 to 1450. **1 point**

Examples of acceptable responses may include the following:

- Improved transportation technologies, such as the use of the dhow or better use of the monsoon winds, resulted in an increase in trade throughout the Indian Ocean.
 - The growth of trade in enslaved Africans from the Swahili coast increased Indian Ocean trade by further connecting East Africa to Asian markets.
 - Highly sought out luxury goods, such as Indian spices (pepper, cinnamon, etc.) were increasingly traded through the Indian Ocean, the South China Sea, and the Red Sea to points in southern China and the Middle East.
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- The use of banking systems/paper money/flying money made trade more efficient and minimized risk.
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C Explain how the growth of trade in the Indian Ocean affected states or societies in the period circa 1200 to 1450. **1 point**

Examples of acceptable responses may include the following:

- An effect of the growth of trade was an increase in the number of powerful new trading cities, including the cities of the Swahili Coast, the cities on the Malabar Coast of India, Muscat on the Arabian Peninsula, Aceh and Malacca in Southeast Asia, etc.
 - One effect of the Indian Ocean trade in this period was the movement of merchants and the establishment of various diasporic communities in various port cities around the Indian Ocean: for example, Omani merchant communities in East Africa, Parsi and Jewish communities in Southern India, “Straits Chinese” (Peranakan) communities in Southeast Asia, etc.
 - One effect of Indian Ocean trade was the increased European interest (especially in Western Europe) in gaining access to the lucrative Indian Ocean spice markets. This was a major factor behind the Portuguese attempts to circumnavigate Africa starting in the 1400s.
 - One effect of the growth of Indian Ocean trade was an increase in the diffusion of religions such as Islam that often spread through trade to port cities.
 - The Swahili language evolved in East Africa due to the adoption of Arabic words (brought by Muslim traders) dealing with trade, religion, and law, and the synthesis of these Arabic words with the local African languages.
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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 change in global trade during the period circa 1750 to 1914. **1 point**

Examples of acceptable responses may include the following:

- The trading system that emerged gave European merchants an advantage over others.
- Global trade consisted increasingly of exports of manufactured goods out of industrialized/Western states and imports of raw materials to industrialized / Western states.
- Trade in new goods, crops, and raw materials related to industrial manufacturing, improved agriculture, and/or new consumption patterns in industrializing economies—for example, trade in palm oil, guano, tea, bananas, etc.
- Innovations in transportation such as the steamship helped to facilitate greater global trade.

B Explain how economic or political developments in Europe shaped global trade during the period circa 1750 to 1914. **1 point**

Examples of acceptable responses may include the following:

- Colonial wars and the use of mercantilism in the eighteenth century restricted and shaped global patterns of trade by mandating that most colonies only trade with their metropolises.
 - Beginning in the nineteenth century, the “New Imperialism” resulted in further expansion of European colonial control in many parts of the world and drew additional regions and peoples into the Western-dominated global trade of that period.
 - The Second Industrial Revolution led to an increased demand for raw materials found in non-European countries such as rubber, guano, sisal, etc.
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- Industrialized states began to practice economic imperialism, for example by forcibly imposing free trade principles on states such as the Ottoman Empire or Qing China.
- New forms of business organization and financing in Europe (and North America), resulted in the globalization of some companies and businesses.

C	Explain how global trade affected non-European states or societies during the period circa 1750 to 1914.	1 point
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Examples of acceptable responses may include the following:

- Many non-European states became the victims of direct or indirect imperialism because European states needed access to those countries' raw materials.
 - In some cases, such as the Belgian Congo, German African colonies, or Brazil, the spread of European resource-extraction led directly to the virtual enslavement of local populations or even genocide against local populations.
 - A small number of groups and societies successfully adapted to the new patterns of global trade dominated by industrialized Western states and competed successfully with European or American businesses—for example, Japanese textile and metallurgical companies, Indian textile and trading companies such as Tata, etc.
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Question 1: Document-Based Question, Women & Military Conflicts, 20th Century**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 military conflicts in the twentieth century changed the role of women in society.

Reporting Category	Scoring Criteria	
Row A Thesis/Claim (01 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>“Military conflicts in the twentieth century changed the role of women in society in many ways.”</i> Provide a historically defensible claim, but do not establish a line of reasoning <i>“Military conflicts improved women’s roles in society.”</i> Provide an overly generalized response to the prompt <i>“Military conflicts always impact women’s economic roles.”</i>	Responses that earn this point: - Provide a historically defensible thesis or claim about the extent to which military conflicts in the twentieth century changed the role of women in society. 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>“While military conflicts gave many women new opportunities to participate in society as fighters, workers, and organizers, they also caused enormous suffering to women, as they lost their husbands and sons and risked their own lives in battle.”</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <i>“While some women continued to experience war in the twentieth century through the traditional roles of wives and mothers of soldiers, many other women were involved in military conflicts in new ways—as workers on the Home Front, soldiers on the front lines, or as ideologically inspired resistance fighters.”</i> Establish a line of reasoning <i>“By fighting in wars, women gained more equality with men because they were seen as valuable to the war effort.”</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 military conflicts or changes in the roles of women during the twentieth century.
	Examples that do not earn this point: Do not provide context relevant to the topic of the prompt <i>“During the French Revolution, women temporarily gained more social equality.”</i> Provide a passing phrase or reference <i>“Women were treated poorly.”</i>	Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - Change from limited to total war, requiring the full mobilization of the population - Patriarchy and notions of domesticity - Emergent feminism and women’s suffrage movements - Spread of mass education and increasing educational opportunities for women - The rise of nationalism, mass politics, and new forms of mass communication that could be used by governments to mobilize citizens for war - Varying gender roles and women’s status in societies around the world and varying gender roles by social class - Anti-colonial movements in which women participated as fighters - The growth of global tensions during the Cold War leading to new opportunities for women to participate in military or paramilitary roles Examples of acceptable contextualization: <i>“Most women at the turn of the twentieth century were still subject to well-established traditional gender norms that emphasized that their primary roles in society were as wives and mothers.”</i> <i>“In earlier conflicts such as nineteenth-century wars, women’s roles were largely confined to nursing or supporting positions.”</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 military conflicts or changes in the roles of women during the twentieth century. 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 1): “The document describes the leadership of Miss Han, a Chinese peasant woman, during the Boxer Rebellion.” • (Document 6): “The Kenyan woman says that women participated in the Mau Mau rebellion and helped win the war.”	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 3): “The Russian women workers’ appeal to soldiers illustrates how wartime shortages pushed women into political activism and labor protests, showing that military conflict increased women’s public and political engagement.” (Uses evidence from the document to support an argument about women’s increased political engagement) • (Document 4): “The image of the Parisian woman worker shows that total war required women to move from traditional service jobs into heavy industrial labor, demonstrating how World War I expanded women’s economic roles.” (Uses evidence from the document to support an argument about how the need for military production changed the occupations women held)
	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 the extent to which military conflicts in the twentieth century changed the role of women in society. Examples of specific and relevant evidence beyond the documents that earn this point include the following, if appropriate elaboration is provided: • <i>Specific examples of women involved in military conflicts in various capacities—Anne Frank, Golda Meir, Rigoberta Menchu, etc.</i> • <i>Specific examples of non-voting rights won by women in the twentieth century, including maternity benefits, pro-natalist policies, education rights, equal-pay-for-equal-work rights, etc.</i> • <i>Women participating in or leading anti-war movements</i> • <i>Nationalist or authoritarian governments’ use of women as symbols of traditional national values—“mothers of the nation,” etc.</i> Examples of evidence beyond the documents relevant to an argument about the prompt: • <i>“Many women participated directly in military conflicts; for example, FLN women fighters during the Algerian war of independence.”</i> (Provides a piece of evidence not in the documents relevant to an argument about the prompt) • <i>“During the Chinese Civil War, women were responsible for logistics, propaganda and medical care, which was a movement away from women’s traditional roles in China.”</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 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.
(0–1 points)	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. 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 <i>“The purpose of the document is to convince soldiers to help the women.”</i> Summarize the content of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience <i>“Document 7 describes the experiences of a Soviet woman nurse deployed in Afghanistan.”</i>	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. Example of acceptable explanation of the relevance of the author’s point of view: (Document 2): <i>“Since the author is a British noblewoman working to promote women’s rights, it makes sense that she is focusing on the various contributions Indian women are making to the British war effort to emphasize how women all over the empire are helping.”</i> (Connects the point of view of the document relevant to an argument about the different ways that war affected women from different parts of the British Empire) Example of acceptable explanation of the relevance of the author’s purpose: (Document 3): <i>“The purpose of the document is to gain assistance and sympathy for the female factory workers on strike by appealing to Russian soldiers whose uniforms are made in those workers’ factories.”</i> (Connects the purpose of the document relevant to an argument about war’s effects in causing women to become more economically integrated and politically engaged) Example of acceptable explanation of the relevance of the historical situation of a source: (Document 4): <i>“The historical situation of the image is that of mass employment of women in industry to replace the male workers who had been drafted to fight in World War I. This resulted in long-term changes to attitudes about female workers as well as equality gains for women in many fields.”</i> (Connects the historical situation of the document relevant to an argument about the impact of war on women’s roles in society) Example of acceptable explanation of the relevance of the audience: (Document 5): <i>“By publishing her ideas in a book and presenting them to a broad national audience, the author likely intended to assure Mexican men that they had nothing to fear from granting women greater equality and representation in society.”</i> (Connects the audience of the document relevant to an argument about the ways women used their wartime experiences to achieve greater equality with men.)

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: - Constructing a sophisticated argument that explains that women’s participation in warfare during the twentieth century resulted in both continuities and changes, for example using Documents 5, 6, and 7 to argue that despite physically participating in warfare women still faced patriarchal gender attitudes and expectations, as well as various other obstacles to combining their public and domestic roles, in ways that are not that different from those of the women in Documents 1 and 3. (Explains both continuities and changes) - Developing a multi-pronged argument that uses the documents and evidence beyond the documents to address the topic of the prompt through multiple course themes. For example, a response may analyze the technological changes that made it possible for women to participate both economically and militarily in wars (using Documents 4 and 7), the educational and ideological changes that led women to be more actively involved in various military conflicts (using Documents 2, 5, and 6), and the societal or cultural factors that either held women back from active involvement in military conflicts or, in some cases, allowed women to participate or even take leadership roles in such conflicts. (Explains multiple themes or perspectives)

	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.
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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. Yuan Luanyu, Chinese villager, interview on the 1899 to 1901 Boxer Rebellion, published 1960	Describes the leadership of “Miss Han,” a female local leader during the Boxer Rebellion. Attributes supernatural powers and fighting skills to Miss Han. Miss Han became the leader of 4,000–5,000 male rebels. The interviewee states that he later heard that Miss Han had been killed by her father and brothers for her disobedience in leaving the household.	- Because the interviewee is likely not highly educated, he attributes some of Miss Han’s achievements to her having supernatural powers. (POV) - The account was recorded as part of a 1960 oral history project of the Boxer Rebellion. Even though the Boxer Rebellion itself was not motivated by communist or socialist ideas, Chinese historians in the 1960s likely wanted to use the Rebellion as a source of patriotism and pride in Chinese people resisting Western encroachment. (purpose, historical situation)
2. Lady Frances Balfour, British women’s rights activist, essay on Indian women’s contributions to the British war effort in the First World War, 1915	Describes some of the initiatives done by the “women of India” to aid the British Home Front effort during the First World War. These activities include sewing shirts and sending money and provisions for soldiers. Indian women are also said to have contributed large amounts of money to the British War Fund and to have sold their prized jewelry to raise those funds.	- As members of a colonized society, Indian women likely felt a combination of genuine patriotism and a desire to support the British Empire’s war effort, but also some societal pressure from colonial authorities and/or British women to make contributions. (historical situation) - Since the author is a British noblewoman working to promote women’s rights, it makes sense that she is focusing on the various contributions Indian women are making to the British war effort to emphasize how women all over the empire are helping. (POV)

3. Strike committee of women workers from a Russian textile factory, proclamation to Russian soldiers, 1915	Appeals to Russian soldiers to protect the women workers who have gone on strike. Describes the dangers that striking women workers face (being shot by factory guards) and the economic desperation that has led women to go on strike (there is no bread). Portrays the women workers as defenseless as their male relatives are fighting in the war.	- The purpose of the document is to gain assistance and sympathy for the female factory workers on strike by appealing to Russian soldiers whose uniforms are made in those workers' factories. (purpose) - The document illustrates the terrible human cost of total war mobilization during the First World War. Not only did the textile factory producing soldiers' uniforms depend on women's labor, but a significant amount of agricultural production was being directed to the front to sustain the war effort, leaving large parts of the countryside with severe food shortages. (historical situation)
4. "The Parisian Woman Worker—Before the War/During the War" cover illustration in a French newspaper, 1916	Depicts the same woman worker before the war—wearing an elegant dress and an elaborate coiffure and making flower arrangements in a flower shop—and during the war—working in a factory surrounded by other women and operating a heavy machine making gun cartridges while wearing a simple dress and a headscarf.	- The image was intended to celebrate the contributions of women to the French war effort by highlighting how directly necessary women's labor was to the war effort and how much French women workers have sacrificed in joining the war effort. (purpose) - The historical situation of the image is that of mass employment of women in industry to replace the men who had been drafted to fight in World War I. This resulted in long-term changes to attitudes about female workers as well as to equality gains for women in many fields. (historical situation)
5. Margarita Robles de Mendoza, Mexican women's rights activist, <i>The Evolution of the Mexican Woman</i>, 1931	States that the goals of feminism are not incompatible with traditional gender expectations that women be good wives and mothers. To illustrate that point, uses the example of the <i>soldaderas</i>—women soldiers during the Mexican Revolution who sustained and supported their male partners in battle. Claims that the example of the <i>soldaderas</i> shows that gender equality and feminism does not mean that women will abandon their traditional roles if they achieve equality with men.	- As a women's rights activist, the author likely intended to use her book to argue that as Mexico was leaving its revolutionary period, it should make permanent the equality gains represented by the experience of the <i>soldaderas</i>. (purpose, POV) - By publishing her ideas in a book and presenting them to a broad national audience, the author likely intended to assure Mexican men that they had nothing to fear from granting women greater equality and representation in society. (audience, purpose)

6. Muthoni Kirima, Kenyan woman, interview about the 1952 to 1960 Mau Mau uprising, 2019	Describes how she joined the Mau Mau rebellion together with her husband as the two witnessed the oppression of the British colonizers against the Kenyan people. Recalls early debates among Kenyan men as to what extent women should be involved in the rebellion but emphasizes that these debates were temporary and that women “made us win this war” through both their direct participation in the fighting and their auxiliary activities.	- The purpose of the interview may have been in part to put pressure on the Kenyan government to provide better recognition and support for those who participated in the Mau Mau revolt, including women. (purpose) - The Mau Mau rebellion was an example of anti-colonial movements with Mau Mau fighters using largely guerilla tactics to inflict damage on the much stronger British colonial forces. (historical situation)
7. Anonymous Soviet woman, interview about her experiences during the 1979 to 1989 Soviet invasion of Afghanistan, published 1990	Recalls the interviewee’s experience while serving as a military hospital nurse in Afghanistan in the 1980s as well as her experiences after coming back and trying to reintegrate in Soviet society. Recounts the horrors of treating heavily injured Soviet soldiers during the war. Lastly, describes both the physical and psychological toll the war took on her and how war veterans are both undervalued and misunderstood in Soviet and post-Soviet society.	- The interview was published in 1990, the year the Soviet Union collapsed and one year after the fall of the Berlin Wall. This was the unintended result of Gorbachev’s policies of openness (<i>glasnost</i>) and internal reform (<i>perestroika</i>) which led Soviet citizens to reassess their country’s role in Afghanistan and in other proxy conflicts with the West. (historical situation) - The purpose of the interview (and of many similar eyewitness accounts of key events in Soviet history recorded in the late 1980s) was to provide an unfiltered, true account of the past as a corrective for the whitewashed official accounts that had previously been the only source of information for many Soviet citizens about what was happening in their country. (purpose)

Question 2: Long Essay Question, Military Conflicts & State Building**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 to 1600, technological innovations, migrations of people, and the expansion and contraction of religions intensified military conflicts and resulted in numerous wars of conquest.

Develop an argument that evaluates the extent to which military conflicts affected state building in Afro-Eurasia during the period 1200 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 extent to which military conflicts affected state building in Afro-Eurasia during the period 1200 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>“Military conflicts affected state building in Afro-Eurasia between 1200 and 1600.”</i> Provide a historically defensible claim, but do not establish a line of reasoning <i>“Military conflicts were important to state building.”</i> Provide a claim that does not respond to the prompt <i>“Religion was spread along trade routes in Afro-Eurasia from 1200–1600.”</i>	Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt <i>“Military conflicts had a major impact on state building during the period from circa 1200 to 1600 as wars of conquest and imperial expansion spread the political traditions of various ethnic and religious groups to new areas and regions around the world.”</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <i>“Wars were one of the main factors in both the collapse of existing states and the emergence of new states in Afro-Eurasia during this period, as many states and empires, such as the Mongol Empire, the Ottoman Empire, Ming China, and the Mali Empire in Africa both destroyed existing cities and states and established new political systems in their place.”</i> Establish a line of reasoning <i>“The Mongol empire expanded its control over most of central Asia due to military expansion.”</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>“Between 1200 and 1600 many empires rose and fell.”</i> Provide a passing phrase or reference <i>“The Silk Roads connected Afro-Eurasia.”</i>	Responses that earn this point: - Accurately describe a context relevant to military conflicts or state building in Afro-Eurasia during the period 1200 to 1600. Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - Song Dynasty and Confucianism - Collapse of the Abbasid Caliphate and emergence of Turkic-dominated Muslim States - Mongol Empire and Silk Roads - Trans-Saharan trade routes and the spread of Islam in West Africa - Indian Ocean trade routes and the establishment of diasporic merchant communities in the Indian Ocean - Religious wars or religiously-motivated conflicts—Crusades, Spanish Reconquista - Technological innovations that affected military conflicts Example of acceptable contextualization: <i>“During this period, the expansion of Islam sometimes occurred after military conflicts and conquests, as seen in the expansion of the Ottoman Empire in Europe or the expansion of the Delhi Sultanates in northern India.”</i> <i>“The prosperity of Indian Ocean trade routes enabled the rise of powerful states such as Malacca.”</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 military conflicts or state building in Afro-Eurasia during the period 1200 to 1600.	Responses that earn 2 points: Use at least two specific historical examples to support an argument regarding the extent to which military conflicts affected state building in Afro-Eurasia during the period 1200 to 1600.
	Examples that do not earn points: Repeat Information that is specified in the prompt <i>“Between 1200 and 1600, there were many wars of conquest in Afro-Eurasia.”</i>	Examples of evidence that are specific and relevant include the following (two examples required): - Rulers’ use of tax farming, tax-collection systems, and tribute collection by rulers - Recruitment of military professionals - Creation of centralized bureaucracies and bureaucratic elites - Use of gunpowder to establish empires - Advances in archery, Mongol stirrups, and mounted warfare - Horse and camel caravans across the Sahara - Early gunpowder usage in China, India, and the Middle East - Rulers’ policies to consolidate and centralize power and/or limit the power of existing aristocratic or caste elites - Rulers’ use of specific recruitment practices for military or bureaucratic purposes—Ottoman devshirme, Egyptian mamluks, Chinese imperial system Example of a statement that earns one point for evidence: <i>“The Ottoman Empire used the devshirme system and the Mughal Empire relied on the Hindu Rajput aristocracy.”</i>	Examples that successfully support an argument with evidence: <i>“The Ottoman Empire’s use of the devshirme system strengthened state building by creating an elite military group loyal to the Sultan. Some of the boys recruited through the devshirme became high-ranking state and palace officials while others became elite Ottoman Janissary troops, demonstrating how military expansion directly contributed to centralization of political authority.”</i> (Uses evidence to support an argument about the relationship between military expansion and political centralization) <i>“The Safavid Empire’s reliance on gunpowder weapons allowed it to consolidate Shi’a Islam as a unifying state ideology through forced conversion of Sunni populations, showing that military technology and warfare reinforced centralized religious and political authority.”</i> (Uses evidence to support an argument about how military technologies reinforced centralized religious or political authority)
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 extent to which military conflicts affected state building in Afro-Eurasia during the period 1200 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: Provide evidence but offer no reasoning to connect the evidence to an argument • <i>“The Mongols conquered the Abbasid Caliphate in 1258.”</i>	Using a historical reasoning process to frame or structure an argument could include: • Explaining how the need to build and maintain large standing armies resulted in a push toward greater administrative organization and centralization. • Explaining that military conflicts often resulted in the diffusion of political or administrative practices and institutions, for example through the process of incorporating conquered peoples or through the spread of religious beliefs by conquest. Example of acceptable use of historical reasoning: • <i>“Military conflicts often caused the collapse of decentralized political systems and replaced them with more centralized imperial governments, as seen in the Mongol destruction of the weakened and decentralized late Abbasid Caliphate and its replacement by the Ilkhanid khanate.”</i> (Indicates a cause of imperial political centralization)	Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided: • Explains that in some cases, military conflicts directly led to stronger centralized states through new military technologies and recruitment systems (e.g., Ottoman Janissaries, Safavid gunpowder armies, Ming military reorganization), but in other cases, conquest led to hybrid political systems in which conquerors adopted administrative or cultural practices of the conquered (e.g., Mongol adoption of Confucian bureaucracy in China or Persian administrative practices in the Ilkhanate) (Explains multiple causes or effects) • Explains that in some cases military conflicts resulted in the spread of the political systems and/or the culture of the conquerors, for example in the Christian Reconquista of the Iberian peninsula, while in other instances, military conflicts resulted in the conquerors adopting the political systems and/or culture of the conquered society; for example, the Mongol khanates’ adoption of Confucian political practices in China (under the Yuan Dynasty) or of Islam and Persian court protocols in the Middle East (under the Ilkhanid dynasty). (Explains how multiple pieces of specific and relevant evidence support a nuanced argument)
	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, Exploration & Social/Cultural Change**6 points****General Scoring Notes**

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

In the period circa 1600 to 1900, demographic, economic, and political factors led to large scale migrations of people both within and across states, regions, and continents, including voluntary and involuntary migration flows.

Develop an argument that evaluates the extent to which migration of people in the period circa 1600 to 1900 led to social and/or cultural change.

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>“In the period from 1600 to 1900, migration led to social and cultural change.”</i> Provide a historically defensible claim, but do not establish a line of reasoning <i>“Migration caused cultural change in many societies during this period.”</i> Provide an overly generalized response to the prompt <i>“Migration always completely transformed societies everywhere it occurred.”</i>	Responses that earn this point: - Provide a historically defensible thesis or claim about the extent to which migration of people in the period circa 1600 to 1900 led to social and/or cultural change. 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>“Migration during the period circa 1600 to 1900 usually led to migrants establishing distinct communities and trying to preserve aspects of their ethnic, religious, or cultural identity in their countries of destination.”</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <i>“While in many places around the world—especially in the Americas—voluntary migrants more or less blended into the “melting pots” of their receiving societies, involuntary migrants such as enslaved or indentured persons typically faced many cultural and social obstacles to full integration and often developed their own cultures distinct from the culture of the rest of society.”</i> Establish a line of reasoning <i>“Migrants brought their own culture into new places which resulted in the spread of new religions.”</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>“Between 1600 and 1900 many wars were fought around the world.”</i> Provide a passing phrase or reference <i>“The Industrial Revolution happened during this time.”</i>	Responses that earn this point: - Accurately describe a context relevant to migration or social/cultural change during the period circa 1600 to 1900. Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - First and Second Industrial Revolution - Colonialism and establishment of overseas empires - Advances in transportation technologies that made long-distance travel easier and faster - The end of Atlantic slavery and the resulting need for agricultural labor in some American societies - Overpopulation, resettlement policies, and other “push” factors in China and India - Political and religious factors leading to emigration from Europe - Economic crises driving migration, such as the Great Irish Famine. Example of acceptable contextualization: <i>“International migration increased dramatically during this period, especially during the nineteenth century, as wars and economic disruptions in Europe drove many people to seek new homes in the Americas.”</i> <i>“Overpopulation was a major factor driving people to leave their homes and emigrate.”</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 migration or social/cultural change during the period circa 1600 to 1900.	Responses that earn 2 points: Use at least two specific historical examples to support an argument regarding the extent to which migration of people in the period circa 1600 to 1900 led to social and/or cultural change.
	Examples that do not earn points: Provide evidence that is not relevant to the topic of the prompt. <i>“The Ottoman Empire expanded into southeastern Europe during this period.”</i>	Examples of evidence that are specific and relevant include the following (two examples required): - Enslaved persons in the Atlantic world - Chinese migrations to South Asia - Chinese, Indian, and Japanese indentured servitude in the Americas, Africa, and the Pacific - Continued free migration of Europeans to settler colonies in the Americas and new free migration flows to settler colonies in Africa and Australasia - Convict labor migrations - Ethnic enclaves - Anti-immigrant sentiment and/or political movements in the receiving societies Example of a statement that earns one point for evidence: <i>“Chinese indentured laborers migrated to the Caribbean in the nineteenth century, while Indian indentured laborers migrated to British colonies such as Mauritius.”</i>	Examples that successfully support an argument with evidence: <i>“Enslaved Africans transported to the Americas preserved elements of their cultural traditions, such as religious practices that blended with Christianity to form syncretic religions like Vodou and Candomblé, demonstrating that forced migration led to lasting cultural transformations in Atlantic societies.”</i> (Uses evidence to support an argument about the development of syncretic religions resulting from involuntary migration) <i>“Large-scale European migration to settler colonies such as the United States and Argentina contributed to the spread of European languages and cultural norms, often marginalizing Indigenous cultures and changing national identities.”</i> (Uses evidence to support an argument about the extent of cultural change resulting from voluntary migration)
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 extent to which migration of people in the period circa 1600 to 1900 led to social and/or cultural change. 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: Provide evidence but offer no reasoning to connect the evidence to an argument • <i>“Many Chinese migrated to Southeast Asia.”</i>	Using a historical reasoning process to frame or structure an argument could include: • Explaining how industrialization in Europe created economic displacement that caused millions to migrate to the Americas, where their arrival contributed to urban cultural diversity and the development of ethnic neighborhoods. • Explaining that although migration spread new cultural practices such as foods and religious traditions, migrants often maintained core aspects of their identities, showing both change and continuity in cultural life. Example of acceptable use of historical reasoning: • <i>“While both voluntary European migrants and involuntary African migrants reshaped societies in the Americas, the extent of cultural change differed because enslaved Africans were denied political rights yet still preserved and adapted cultural traditions, whereas European migrants often became culturally dominant.”</i> (Indicates differences between the impact of European and African migration)	Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided: • Explains multiple, sometimes contradictory, social and cultural changes resulting from migration in the period circa 1600 to 1900. For example, constructing an argument that explains that while anti-Native policies and attitudes developed in all European settler colonies, the extent and prevalence of these policies and attitudes depended on many factors, including resistance from the remaining Native population and the number of European settlers compared to Native peoples. (Explains multiple changes) • Constructs a nuanced argument that explains that migration simultaneously produced cultural blending and intensified ethnic divisions, such as the growth of multicultural port cities alongside the rise of nativist political movements. (Explains nuance; explains multiple effects)
	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, Peace Efforts & Avoidance of International Conflict**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.

During the twentieth century, individuals, groups, and states organized anti-war movements, created international organizations, and adopted peacemaking policies, in order to further peace and avoid future conflicts.

Develop an argument that evaluates the extent to which efforts to promote peace and/or avoid international conflict during the twentieth century were successful.

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 extent to which efforts to promote peace and/or avoid international conflict during the twentieth century were successful. 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>“In the twentieth century, people tried to promote peace and avoid international conflict.”</i> Provide a historically defensible claim, but do not establish a line of reasoning <i>“The League of Nations was an effort to promote peace.”</i> Provide an overly generalized response to the prompt <i>“Peace efforts failed completely during the twentieth century.”</i>	Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt <i>“The two World Wars and especially the Second World War led countries to create international organizations, laws, and norms that, despite being often breached or ignored, did lead to a long period of relative peace and stability in international relations in the late twentieth century.”</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <i>“Throughout the twentieth century, efforts to promote peace and avoid international conflict largely failed because countries continued to engage in power politics, arms races, and open military conflicts.”</i> Establish a line of reasoning <i>“The United Nations brought countries together in an agreement to help avoid future conflict.”</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>“Many countries experienced economic growth during the twentieth century.”</i> Provide a passing phrase or reference <i>“There were two world wars during the twentieth century.”</i>	Responses that earn this point: - Accurately describe a context relevant to efforts to promote peace or avoid international conflict during the twentieth century. Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - World War I and the treaties that ended it - World War II and the post-war settlements - Cold War - Decolonization - Unresolved conflicts after the end of World War I - Communist revolutions in Russia and China - The rise of nationalism and intensification of imperial rivalries - Industrialized warfare and total war Example of acceptable contextualization: <i>“The enormous devastation and high casualties of the First World War made some world leaders, most notably US President Woodrow Wilson, determined to build a peace treaty based on cooperation and collective security.”</i> <i>“The ongoing buildup and threat of nuclear weapons completely changed international politics.”</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 efforts to promote peace or avoid international conflict during the twentieth century.	Responses that earn 2 points: Use at least two specific historical examples to support an argument regarding the extent to which efforts to promote peace and/or avoid international conflict in the twentieth century were successful.
	Examples that do not earn points: Provide evidence that is outside the time period or region specified in the prompt <i>“The European Union’s twenty-first century climate agreements show international cooperation.”</i>	Examples of evidence that are specific and relevant include the following (two examples required): - The League of Nations - United Nations - NATO and the Warsaw Pact - The Non-Aligned Movement - Economic cooperation—the Bretton Woods Agreements, the World Bank, etc. - Non-violent resistance philosophy - Gandhi and Martin Luther King Jr.’s use of non-violence in their respective movements - Movements or governments that opposed efforts to promote peace or avoid conflict, such as Hitler’s Nazi government in Germany - Militaries and militarized governments staging coups d’état and/or overthrowing elected leaders such as the overthrow of Patrice Lumumba in the Congo or the overthrow of Salvador Allende in Chile - Violence against civilians and genocides—the Holocaust, the Rwanda genocide, etc. Example of a statement that earns one point for evidence: <i>“International organizations included the League of Nations created after World War I and the United Nations, established after World War II.”</i>	Examples that successfully support an argument with evidence: <i>“The League of Nations ultimately failed to prevent aggression by Japan in Manchuria and Italy in Ethiopia, demonstrating that early twentieth-century peace efforts were largely unsuccessful when major powers refused to enforce collective security.”</i> (Uses evidence to support an argument about the limited success of peace efforts) <i>“The creation of the United Nations after World War II, along with institutions like the World Bank and NATO, contributed to relative stability among major powers during the Cold War, suggesting that some post-1945 peace efforts were more successful than earlier attempts.”</i> (Uses evidence to support an argument about the partial success of peace efforts)
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 extent to which efforts to promote peace and/or avoid international conflict during the twentieth century were successful. 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: Provide evidence but offer no reasoning to connect the evidence to an argument • <i>“The League of Nations, United Nations, and NATO all came into being.”</i>	Using a historical reasoning process to frame or structure an argument could include: • Explaining how the devastation of World War II caused leaders to design the United Nations with stronger enforcement mechanisms than the League of Nations, making it more successful in preventing direct conflict among major powers. • Explaining how arms control agreements and the principle of nuclear deterrence effectively prevented direct conflict between the superpowers during the Cold War. Example of acceptable use of historical reasoning: • <i>“Although both the League of Nations and the United Nations were founded to prevent global war, the UN proved more successful because it included enforcement mechanisms like the Security Council and peacekeeping forces, demonstrating a change in how international organizations attempted to secure peace after 1945.”</i> (Indicates a comparison as well as continuity and change)	Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided: • Develops a nuanced argument that explains factors that contributed to the success of some efforts to promote peace and avoid international conflict in the twentieth century, but not of others. For example explaining that while some efforts by international organizations (for example the League of Nations plebiscites, some United Nations peacekeeping missions, or the international efforts to end apartheid in South Africa) were successful because they had the support of all major powers, other peace-promoting efforts (such as United Nations’ resolutions to address the Arab-Israeli conflict or efforts to prevent genocide in Rwanda and former Yugoslavia) were not successful because the international community was either too divided or too slow to act on them. (Explains nuance; explains multiple causes or effects) • Explains that nonviolent resistance movements led by Gandhi and Martin Luther King Jr. successfully challenged imperial and segregationist systems, while other regimes such as Nazi Germany or genocidal governments in Rwanda ignored international norms, showing contrasting effectiveness of peace efforts depending on political context. (Explains how multiple pieces of specific and relevant evidence support a nuanced argument)
	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.		