



# Scoring Guidelines

## Part B: Short-Answer Question with Primary Source

1. Use the image below to answer all parts of the question that follows.

Xavier Badia-Vilatò, Spanish artist,  
poster produced for Spanish anarchist group, 1936



The text of the poster reads: *Ambition, Militarism, War. This is Fascism. Unite to Destroy It.*

- (A) Describe the historical situation in Spain reflected in the poster.
- (B) Describe one way in which the poster reflects broader historical developments in Europe.
- (C) Explain one way in which the artist's political affiliation influenced the view expressed in the poster.

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timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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

## Scoring Guidelines for Part B: Short-Answer Question with Primary Sources

3 points

Learning Objectives: **Unit 8, Learning Objective H**

- (a)** Describe the historical situation in Spain reflected in the poster. **1 point**  
Credited responses must describe some aspect of the Spanish political situation during the period of the Spanish Civil War, and do more than simply mention the word “Anarchism” or “Fascism.” **2.B**
- Examples that earn this point include the following:**
- Rise of radical leftist groups in Spain inspired by the Bolshevik Revolution.
  - Growth of the Fascist movement in Spain led by Franco.
  - Conflict between conservatives led by Franco and a coalition of leftist groups supporting the republic.
- 
- (b)** Describe one way in which the poster reflects broader historical developments in Europe. **1 point**  
Credited responses must describe broader historical developments in Europe and do more than simply mentioning fascism, Nazism, or communism. **4.B**
- Examples that earn this point include the following:**
- Growing influence of Nazi and Fascist political ideologies in Europe.
  - The influence of communist and anarchist thought on Europe after the Bolshevik Revolution.
  - Effects of the Great Depression leading to political radicalism.
  - Political tensions growing in Europe leading up to the Second World War.
  - Fascist use of militaristic nationalism to win support of the population.
  - Growing postwar bitterness as the catalyst for extreme political developments
- 
- (c)** Explain one way in which the artist’s political affiliation influenced the view expressed in the poster. **1 point**  
Credited responses must explain a connection between the artist opinion of fascism and the basic tenets of anarchism. **2.C**
- Examples that earn this point include the following:**
- Anarchists believed that people should be free from government control, while fascists believed in government asserting control over many aspects of people’s daily lives.
  - Anarchists were heavily influenced by Marxist thought, which the fascist and Nazi movements strongly opposed.
  - Franco’s nationalists drew on Spain’s Catholic and monarchical traditions, which the anarchist movement rejected.

**Total for Part B (Question 1) 3 points**

## Document-Based Question

1. Evaluate whether the Thirty Years' War was fought primarily for religious or primarily for political reasons.

In your response you should do the following:

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using at least six documents.
- Use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
- For at least three documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

### Document 1

Source: Holy Roman Emperor Matthias, open letter to his Protestant subjects in Bohemia, 1618

It has been alleged that the free exercise of religion will be abolished. We want to make it clear to you through this open letter that we have no intention of rescinding the agreement between the religions, still less want anyone else to do this, despite what others in Bohemia may have said. Moreover, we have always intended, and still intend, to preserve all the Bohemian privileges, liberties, and treaties. Anyone who claims otherwise slanders us before God and the world. Rest assured, dear obedient, loyal, and true Bohemian subjects, and do not give credence to such falsehoods. We would like nothing more than to return in person to our royal throne and residence amongst our loyal and obedient subjects and inhabitants and clear up these misunderstandings with God's help. However, we cannot come to our Bohemian territories at the moment, partly through poor health, but also pressure of other important affairs. Capable and prominent individuals will be appointed to clear up this misunderstanding. Since no enemy threatens us as ruler of Bohemia, there are no constitutional grounds to raise soldiers to defend the country, and thus no grounds for anyone, whoever, they might be, to use the territorial privileges, letters of majesty, ordinances, freedoms, or laws to justify arming.

## Document 2

Source: Selections from the constitution of the Bohemian Federation, a coalition of nobles and city governments, 1619

Since the Almighty has also given his grace and blessing as this Confederation is solely in defense of religion, the territories have agreed that each and every one of their coreligionists should follow a Christian life according to the Calvinist teaching and faith, avoid and prevent sin, vice, public trouble, hypocrisy, in whatever form, and follow strictly the admonishments from the pulpit and the authorities. . . .

All churches in these united territories currently in Calvinist hands are to remain so in perpetuity. . . .

The free exercise of Calvinist religion is extended to every man and woman in all united territories and towns regardless as to whether they belong to the king or queen, permitting the construction of churches, schools, and cemeteries, and the appointment of Calvinist pastors and schoolteachers. Everyone shall be allowed to follow the old ceremonies of their Christian conscience in their own church. However, to ensure better unity and to prevent all kinds of difficulties and bitterness, there are to be no insults or personal attacks from the pulpit upon pain of removal from office. . . .

Should, contrary to hope, a king attempt anything contravening the religious concessions, unions, and this constitution, and thereby force the territories to take defensive measures, then all of these united kingdoms and provinces are released from their duty and cannot be subsequently held to account for any insults to the royal sovereignty and majesty.

## Document 3

Source: Bernhard Baumann, Jesuit official in Heidelberg, report to Elector Maximilian of Bavaria on efforts to re-Catholicize previously Protestant areas after the Catholic victory in that region, 1628

Four hundred in the town and 1,200 outside it have been freed from heresy; on feast days we get around 700 communicants in the Church of the Holy Spirit. We alone look after parish duties, visit the sick and converts daily, conduct catechism inside the town and outside, and deliver two sermons on Sundays. These crowds are gathered with great difficulty; since only six months ago the richer townspeople were so obstinate, that two or three hundred declared they would emigrate if they were forced to convert. Then entire districts (they had arranged this in advance) declared they would keep the faith of their ancestors, because we could not steal this like other possessions. Since the orders arrived from Munich [to intensify Catholic conversions] they have used unbelievable deceptions to try to circumvent these. Furthermore, they complain to the Holy Roman Emperor, but the secular government, to its undying credit, knew how to stop this.

#### Document 4

Source: Letter from Gustavus Adolphus, king of Sweden, to the Protestant elector of Brandenburg, 1630

I have come into this land for no other purpose than to free it from the thieves and robbers who have so plagued it, and, first and foremost, to help his Excellency [the elector] out of his difficulties. Does his Excellency then not know that the [Holy Roman] emperor and his followers do not mean to rest till the Protestant religion is wholly rooted out of the empire, and that his Excellency has nothing else to expect than being forced either to deny his religion or to leave his country? Does he think by prayers and pleas and such like means to obtain something different? . . . I seek not my own advantage in this war, nor any gain save the security of my kingdom; I can look for nothing but expense, hard work, trouble, and danger to life and limb.

I tell you plainly that I will know nor hear nothing of “neutrality”; his Excellency must be either friend or foe. When I reach his frontier he must declare himself either hot or cold. The fight is between God and the devil. If his Excellency is on God’s side, let him stand by me; if he holds rather with the devil, then he must fight with me; there is no third course, that is certain.

#### Document 5

Source: Confidential account of a meeting between Axel Oxenstierna, Swedish high chancellor, and Sweden’s ally Brandenburg after the death of Gustavus Adolphus, 1633

Concerning the late Gustavus Adolphus’ intentions:

They were, in general, to disrupt the plans of the enemy, whose intentions with regards to the Baltic Sea are sufficiently well-known. His Majesty therefore intended to ensure the safety of his kingdom and the Baltic region, and liberate the oppressed lands [of Germany]; and thereafter to proceed according as events might develop: it was no part of his original intention to march as far into Germany as he did. He saw and clearly understood where that would lead, but the enemy and the circumstances compelled this. His majesty was there in person wherever the greatest danger was.

## Document 6

Source: Jean Gagniere, "The elimination of heresy, and of rebellion, through the care of Cardinal Richelieu," France, 1640. Richelieu, the chief minister of France, removes caterpillars representing Protestant Huguenots from the fleur-de-lis, the symbol of France, while the lion and eagle, representing Catholic Spain and Austria, are kept restrained by chains.



Bibliothèque Nationale, Paris, France/Bridgeman Images

## Document 7

Source: Pope Innocent X, papal declaration in response to the treaty of Westphalia, 1648

Consumed by zeal for the house of the Lord, we endeavor everywhere to maintain the integrity and the authority of the Catholic Church, so that the ecclesiastical rights of which we have been appointed guardian by our Savior shall not in any way be impaired by those who seek their own interest rather than God's, and that we may not be accused of negligence when we shall render account to God. Accordingly it is not without deep pain that we have learned that by several articles in the peace concluded at [Westphalia], between our very dear son in Christ, Ferdinand, king of the Romans and emperor elect, on the one hand, and the Swedes, as well as our very dear son in Jesus Christ, Louis, the very Christian king of the French, on the other, great prejudice has been done to the Catholic religion, the divine service, the Roman apostolic see, the ecclesiastical order, their jurisdictions, authority, immunities, liberties, exemptions, privileges, possessions, and rights. . .

Accordingly we assert and declare that all the articles in the treaty which in any way impair . . . the Catholic religion, divine worship, or the salvation of souls . . . have been, and are of right, and shall perpetually be, null and void . . . even when they be ratified by oath.

## 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 reasoning processes described below.

# Scoring Guidelines for Document-Based Question

7 points

Learning Objectives: **Unit 2, Learning Objective B** **Unit 2, Learning Objective C** **Unit 2, Learning Objective D**

Reporting Category	Scoring Criteria	
<p><b>Row A</b></p> <p><b>Thesis/Claim (0-1 points)</b></p> <p><b>6.A</b></p>	<p><b>0 points</b></p>	<p><b>1 point</b></p> <p>Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning</p>
<b>Decision Rules and Scoring Notes</b>		
<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>The intended thesis or claim only restates or rephrases the prompt</li> <li>The intended thesis or claim does not respond to the prompt</li> <li>The intended thesis or claim offers no indication of a line of reasoning</li> <li>The intended thesis or claim is overgeneralized</li> </ul>		<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>The response must provide a historically defensible thesis or claim that establishes a position on whether the Thirty Years' War was primarily fought for religious or political reasons. The thesis or claim must either provide some indication of the reason for making that claim OR by establishing categories of the argument</li> </ul>
<p><b>Examples that do not earn this point:</b></p> <p><b>Do not establish a line of reasoning, although the claim is historically defensible</b></p> <ul style="list-style-type: none"> <li><i>"The Thirty Years' War was fought for political but primarily religious reasons"</i></li> <li><i>"The Thirty Years' War was fought for religious and for political reasons. It is hard to determine the most significant because the two go together hand in hand"</i></li> </ul>		<p><b>Examples that earn this point:</b></p> <p><b>Establish a line of reasoning that evaluates the topic of the prompt with analytic categories</b></p> <ul style="list-style-type: none"> <li><i>"While the Thirty Years' War was religious in that it was fought to protect the freedom of religion throughout the Holy Roman Empire, it was also political in that it was used to strategically help certain powers protect themselves and stay prominent"</i></li> <li><i>"The Thirty Years' War was fought overwhelmingly for religious purposes, with countries being drawn into war to defend the sanctity of one religion or another, and always divided Catholics and Protestants"</i></li> </ul> <p><b>Establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li><i>"The Thirty Years' War was primarily fought over religion and all stemmed from a little squabble in Bohemia." (Minimally acceptable thesis/claim)</i></li> </ul>
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs)</li> <li>The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period</li> </ul>		

Reporting Category	Scoring Criteria	
<p><b>Row B</b> Contextualization (0-1 points)</p> <p><b>4.A</b></p>	<p><b>0 points</b></p>	<p><b>1 point</b> Describes a broader historical context relevant to the prompt</p>
	<p><b>Decision Rules and Scoring Notes</b></p>	
	<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>• Provide an overgeneralized statement about the time period referenced in the prompt</li> <li>• Provide context that is not relevant to the prompt</li> <li>• Provide a passing phrase or reference</li> </ul>	<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>• Must accurately describe a context relevant to whether the Thirty Years' War was fought for primarily political or religious reasons</li> </ul>
	<p><b>Examples of unacceptable contextualization that do not earn this point:</b></p> <p><b>Do not provide context relevant to the topic of the prompt</b></p> <ul style="list-style-type: none"> <li>• <i>"The Thirty Years' War sparked large amounts of disruption in Europe and it involved primarily the French Huguenots and the Holy Roman Empire (Catholics) but other European countries were involved"</i></li> </ul>	<p><b>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</b></p> <ul style="list-style-type: none"> <li>• Earlier Protestant-Catholic conflicts</li> <li>• Protestant and Catholic Reformations</li> <li>• Habsburg vs. French dynastic rivalries</li> <li>• Religious conflict in England</li> <li>• The Peace of Augsburg</li> <li>• The Edict of Nantes</li> <li>• Jesuits and the Catholic Reformation</li> <li>• Fragmentation of the Holy Roman Empire</li> <li>• Huguenots and French wars of religion</li> <li>• Emergence of Lutheranism and Calvinism</li> <li>• Increasing power of monarchies</li> <li>• Defenestration of Prague</li> </ul> <p><b>Examples of acceptable contextualization:</b></p> <ul style="list-style-type: none"> <li>• <i>Prior to the Thirty Years' War period, Luther had been spreading his ideas of Protestantism and individual interpretation of the Bible. As a result European states were divided without the Catholic Church holding them together. The religious tension, primarily between the Holy Roman Empire and France, marked the period prior to the Thirty Years' War"</i></li> <li>• <i>"During the Thirty Years' War the Peace of Augsburg was taken away. In the Peace of Augsburg it states that he leader of the country can choose to have a Protestant or Catholic country. This was taking away people's freedom and religious toleration ... Cardinal Richelieu from France did not like the idea of Huguenots gaining power because they were Protestant"</i></li> </ul>
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• The response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question</li> <li>• To earn this point, the context provided must be more than a phrase or reference</li> </ul>		

Reporting Category	Scoring Criteria		
<b>Row C</b> <b>Evidence</b> <b>(0-3 points)</b>  <span style="background-color: #e91e63; color: white; padding: 2px;">1.B</span> <span style="background-color: #00897b; color: white; padding: 2px;">5.B</span> <span style="background-color: #ff9800; color: white; padding: 2px;">6.B</span> <span style="background-color: #ff9800; color: white; padding: 2px;">6.C</span>	<b>Evidence from the Documents</b>		
	<b>0 points</b>	<b>1 point</b> Uses the content of at least <b>three</b> documents to address the <b>topic</b> of the prompt	<b>2 points</b> Supports an <b>argument</b> in response to the prompt using at least <b>six</b> documents
	<b>Decision Rules and Scoring Notes</b>		
	<b>Responses that do not earn points:</b> <ul style="list-style-type: none"> <li>Use evidence from less than three of the documents</li> <li>Misinterpret the content of the document</li> <li>Quote, without accompanying description, the content of the documents</li> <li>Address documents collectively rather than considering separately the content of each document</li> </ul>	<b>Responses that earn 1 point:</b> <ul style="list-style-type: none"> <li>Must accurately describe — rather than simply quote — the content from at least three of the documents to address the topic of motivations for the Thirty Years’ War</li> </ul>	<b>Responses that earn 2 points:</b> <ul style="list-style-type: none"> <li>Support an argument in response to the prompt by accurately using the content of at least six documents</li> <li>The six documents do not have to be used in support of a single argument, but they can be used across sub-arguments or to address counterarguments</li> </ul>
	<b>Examples of describing the content of a document:</b> <b>Describe evidence from the documents relevant to the topic but do not use that evidence to support an argument</b> <ul style="list-style-type: none"> <li>(Document 6): <i>“In 1640 the Thirty Years War had reached the ‘French Phase’. This phase was known as one of the bloodiest phases to exist. Jean Gagniere paints Richelieu carefully removing the French Calvinists (Huguenots) from France. Gagniere paints Catholic Austria and Spain as chained back but vicious”</i></li> <li>(Document 7): <i>“In Doc 7 is the signing of the Treaty of Westphalia which is known to be the signing that ended religious conflicts. Pope Innocent X responds on how the authority of the Catholic church should not prevent you from seeking other interests other than God”</i></li> </ul>	<b>Examples of supporting an argument using the content of a document:</b> <ul style="list-style-type: none"> <li>(Document 1): <i>“The Holy Roman Emperor attempted to convince others that he wasn’t motivated to start war because of religion, since he doesn’t plan on altering religious policies. However this is wholly untrue since the Holy Roman Emperor continues to be a Catholic power.”</i> <i>(Connects the contents of document 1 to an argument about real vs. asserted motivations for the Thirty Years’ War)</i></li> <li>(Document 4): <i>“However the war was in fact religiously motivated. In a letter from Gustavus Adolphus to the elector of Brandenburg, Adolphus declares that the HR Emperor only wants to root out the Protestant religion.”</i> <i>(Describes and connects the content of document 4 to an argument about the strong religious motivations for the Thirty Years’ War)</i></li> <li><i>In a paragraph arguing for political motivations, Holy Roman Emperor Matthias (Document 1) is referenced as seeking to regain his throne in Bohemia and to dilute tensions there, while Swedish King Adolphus (Document 4) is used in reference to his intent to keep a lasting peace in the Baltic region, and, finally, Swedish Chancellor Oxenstierna (Document 5) is used as evidence in reference to Swedish political motivations for entering the war. (Describes and connects the content of the documents to an argument about the complicated political motivations for the Thirty Years’ War)</i></li> </ul>	

continued on next page

Reporting Category	Scoring Criteria	
<b>Row C</b> <i>(continued)</i>	<b>Evidence beyond the Documents</b>	
	<b>0 points</b>	<b>1 point</b> Uses at least one additional piece of the specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt
	<b>Decision Rules and Scoring Notes</b>	
	<b>Responses that do not earn this point:</b> <ul style="list-style-type: none"> <li>• Provide evidence that is not relevant to an argument about the prompt</li> <li>• Provide evidence that is outside the time period or region specified in the prompt</li> <li>• Repeat information that is specified in the prompt or in any of the documents</li> <li>• Provide a passing phrase or reference</li> </ul>	<b>Responses that earn this point:</b> <ul style="list-style-type: none"> <li>• Must use at least one specific piece of historical evidence relevant to an argument about primary motivation of fighting the Thirty Years War</li> </ul>
	<b>Examples of evidence beyond the documents relevant to an argument about the prompt:</b> <ul style="list-style-type: none"> <li>• <i>“When messengers arrived bearing news that the emperor had lied in the document, the townspeople responded by throwing the messengers out the window in the infamous Defenestration of Prague.” (Uses a piece of evidence beyond the documents that describes motivations for different groups’ involvement in the war)</i></li> <li>• <i>“Richelieu was responsible for convincing King Louis to enter the war, seeing it as a way to extend French power. Richelieu’s ambitions were successful, as the war severely weakened the Holy Roman Empire, and cemented France as the dominant European power.” (Uses a piece of evidence beyond the documents that addresses Richelieu’s motivations for involving France in the Thirty Years War)</i></li> </ul>	
<b>Additional Notes:</b> <ul style="list-style-type: none"> <li>• Typically, statements credited as evidence will be more specific than statements credited as contextualization</li> <li>• To earn this point, the evidence provided must be different from the evidence used to earn the point for contextualization</li> <li>• To earn this point, the evidence provided must be more than a phrase or reference</li> </ul>		

Reporting Category	Scoring Criteria	
<p><b>Row D</b></p> <p><b>Analysis and Reasoning</b></p> <p><b>(0-2 points)</b></p> <p><b>2.B</b></p> <p><b>6.D</b></p>	<b>Sourcing</b>	
	<p><b>0 points</b></p>	<p><b>1 point</b></p> <p>For at least three documents, explains how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument</p>
	<b>Decision Rules and Scoring Notes</b>	
	<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>• Explain sourcing for less than three of the documents</li> <li>• Identify the point of view, purpose, historical situation, and/or audience but fail to explain how or why it is relevant to an argument</li> <li>• Summarize the content or argument of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience</li> </ul> <p><b>Identifies the point of view, purpose, historical situation, and/or audience, but does not explain how or why it is relevant to an argument</b></p> <ul style="list-style-type: none"> <li>• "In document 5, the audience is a private person because it is a letter"</li> </ul> <p><b>Summarizes the content of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience</b></p> <ul style="list-style-type: none"> <li>• "The purpose of this document is to make a strong statement about the Pope's views"</li> </ul>	<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>• Must explain how or why — rather than simply identifying — the document's point of view, purpose, historical situation, or audience is relevant to an argument that addresses the prompt for each of the three documents sourced</li> </ul> <p><b>Example of acceptable explanation of the significance of the author's point of view:</b></p> <ul style="list-style-type: none"> <li>• (Document 3): "When this letter was written in 1628, religious tensions were still high. As a Jesuit, Baumann was a militant Catholic and held great disdain for Protestants." (Identifies the POV of the author and relates this to an argument about religious motivations for the war)</li> </ul> <p><b>Example of acceptable explanation of the relevance of the historical situation of a source:</b></p> <ul style="list-style-type: none"> <li>• (Document 7): "Document 7 is an excerpt from Pope Innocent 10th denouncing all articles of religious freedom as noted in the Treaty of Westphalia. The Pope was not allowed to partake in the Westphalia agreement which signified a continent-wide severing of the relationship between church and state. For this reason, Pope Innocent's identity and historical situation in the balance of power at that time adds significance to his outraged and saddened tone in the response." (Identifies the historical situation of the engraving and connects this to an argument about the complex motivations for involvement in the Thirty Years War)</li> </ul> <p><b>Example of acceptable explanation of the significance of the audience:</b></p> <ul style="list-style-type: none"> <li>• (Document 5): "As a confidential account, doc. 5 likely offers an honest telling of Adolphus' motives and reveals that there were indeed political motives behind Adolphus' actions." (Connects information about the audience of the declaration to an argument that discusses the political motivations for the war)</li> </ul>

continued on next page

Reporting Category	Scoring Criteria	
<b>Row D</b> (continued)	<b>Complexity</b>	
	<b>0 points</b>	<b>1 point</b> Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question
	<b>Decision Rules and Scoring Notes</b>	
		<p><b>Responses that earn this point:</b>            May demonstrate a complex understanding in a variety of ways, such as:</p> <ul style="list-style-type: none"> <li>• Explaining nuance of an issue by analyzing multiple variables</li> <li>• Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects</li> <li>• Explaining relevant and insightful connections within and across periods</li> <li>• Confirming the validity of an argument by corroborating multiple perspectives across themes</li> <li>• Qualifying or modifying an argument by considering diverse or alternative views or evidence</li> </ul> <p><b>Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided:</b></p> <ul style="list-style-type: none"> <li>• Acknowledging that Cardinal Richelieu in Document 6 is achieving political gains and using religion as an excuse. As a politique he is willing to disregard his religious beliefs in favor of the state. He is killing two birds with one stone by removing Huguenots and increasing unity in France. Along with Adolphus, these leaders are extending the security of their states and increasing their power. This demonstrates how a ruler can use religious and political motivations to achieve their goal of increasing the power of the state, and therefore an understanding of broader historical developments behind the document. <i>(Explains nuance)</i></li> <li>• Discussing both religious and political reasons but making a clear chronological demarcation between the two. The transition is based on the intervention of France and Sweden into the conflict. The response uses Document 1 (Emperor is trying to comfort and pacify the agitation) and Document 2 (Bohemia’s response ...defending its right to practice Calvinism). A discussion of religious reasons is followed by an analysis of Documents 4, 5, and 6 discussing Adolphus and France’s intervention into the war. This develops the argument that the aims of Sweden and France changed the complexity of the war from religiously to politically motivated actions. <i>(Explains nuance through multiple variables)</i></li> <li>• Establishing the argument that the true purpose of the Thirty Years’ War was the gain of power. Document 1 is used to explain how Matthias tries to avoid alienating Protestants by allowing the free practice of religion, but in reality this is a façade to protect his own power by deterring the Bohemians from taking up arms. The response then corroborates this line of reasoning by suggesting that the coalition of Calvinist nobles and cities is deceptive in that its actual motivation is political rather than being based on religious freedom. This confirms the validity of the argument by showing the use of religion as a pretext for political motives from the differing perspective of a Catholic and a Protestant ruler. <i>(Corroborates, qualifies or modifies an argument by considering diverse or alternative views or evidence)</i></li> <li>• Supporting an argument that the Thirty Years’ War can be connected to the Spanish Inquisition, the response uses Document 6 to contrast the relatively placid way that Richelieu removed Protestants from France with the violent way in which Philip forced the exodus of Spanish Jews who would not convert. The response continues by noting that Richelieu’s approach is less violent than the treatment Huguenots could expect in Spain or Austria. <i>(Explains relevant and insightful connections)</i></li> </ul>
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• This demonstration of complex understanding must be part of the argument, not merely a phrase or reference</li> </ul>		

## Document Summaries

Document	Summary of Content	Explains the relevance of point of view, purpose, situation, and/or audience by elaborating on examples such as:
1. Emperor Matthias's letter to Bohemian Protestants (1618)	<ul style="list-style-type: none"> <li>Claims he has no plans to rescind the free exercise of the Protestant religion in Bohemia, therefore there is no reason for Bohemia to take up arms</li> </ul>	<ul style="list-style-type: none"> <li>Emperor wants to reassure Protestant subjects to prevent rebellion (POV situation)</li> <li>Protestants in Bohemia feared the re-imposition of Catholicism by the Empire (audience)</li> </ul>
2. Constitution of the Bohemian Federation (1619)	<ul style="list-style-type: none"> <li>Cites the need to defend Calvinism as the motivation for creating the Confederation</li> </ul>	<ul style="list-style-type: none"> <li>Bohemian leaders are justifying their actions to take defensive measures if necessary (POV)</li> <li>Bohemians desire to protect the free exercise of Calvinism against Catholicism (purpose)</li> </ul>
3. Baumann report to Elector Maximilian (1628)	<ul style="list-style-type: none"> <li>Describes problems with re-imposing Catholicism in Protestant areas of Bavaria after the Habsburg victory there</li> </ul>	<ul style="list-style-type: none"> <li>Habsburgs are winning the war against the Protestant German states and re-imposing Catholicism (situation)</li> <li>Jesuit seeks to reassure the Elector Catholicism is winning despite Protestant resistance (purpose)</li> </ul>
4. Letter from Adolphus to Elector of Brandenburg (1630)	<ul style="list-style-type: none"> <li>Adolphus claims Swedish intervention is to prevent Catholic Habsburgs from wiping out German Protestantism</li> </ul>	<ul style="list-style-type: none"> <li>Seeks to intimidate the elector into supporting the Swedes (purpose)</li> <li>Protestant king wants to support other Protestant princes in Germany (POV)</li> </ul>
5. Oxenstierna meeting notes (1633)	<ul style="list-style-type: none"> <li>Notes that Sweden looked to secure the safety of Sweden and command of the Baltic Sea</li> </ul>	<ul style="list-style-type: none"> <li>Oxenstierna justifies Adolphus' land acquisition (POV)</li> <li>Confidential meeting with allied government reveals political power (purpose)</li> </ul>
6. Richelieu engraving (1640)	<ul style="list-style-type: none"> <li>Portrays the Cardinal protecting France from Huguenot Protestants and rival Catholic powers</li> </ul>	<ul style="list-style-type: none"> <li>Tries to influence public opinion as to the wisdom of Richelieu's policies audience)</li> <li>France is intervening on behalf of the Protestants in Germany to weaken the rival Habsburgs (situation)</li> </ul>
7. Pope Innocent X declaration (1648)	<ul style="list-style-type: none"> <li>Criticizes Peace of Westphalia and claims that it is not legitimate</li> </ul>	<ul style="list-style-type: none"> <li>Sees the settlement as a defeat for the Catholic side (POV)</li> <li>Chastises the Catholic rulers for putting secular interests ahead of faith (audience)</li> </ul>

## Long Essay Question

2. Evaluate the most significant long-term effect of the French Revolution during the period 1815 to 1900.

In your response you should do the following:

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using specific and relevant examples of evidence.
- Use historical reasoning (e.g., comparison, causation, continuity or change) to frame or structure an argument that addresses the prompt.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

## 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 reasoning processes described below.

# Scoring Guidelines for Long Essay Question

6 points

**Learning Objectives:** Unit 5, Learning Objectives E Unit 5, Learning Objectives F Unit 5, Learning Objectives G Unit 6, Learning Objectives F Unit 6, Learning Objectives G  
 Unit 6, Learning Objectives I Unit 7, Learning Objectives A Unit 7, Learning Objectives C Unit 7, Learning Objectives D

Reporting Category	Scoring Criteria	
<p><b>Row A</b></p> <p><b>Thesis/Claim (0-1 points)</b></p> <p><b>6.A</b></p>	<p><b>0 points</b></p>	<p><b>1 point</b></p> <p>Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning</p>
	<p><b>Decision Rules and Scoring Notes</b></p>	
	<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>The intended thesis or claim is not historically defensible</li> <li>The intended thesis or claim only restates or rephrases the prompt</li> <li>The intended thesis or claim does not respond to the prompt.</li> <li>The intended thesis or claim offers no indication of a line of reasoning</li> <li>The intended thesis or claim is overgeneralized</li> </ul> <p><b>Examples that do not earn this point:</b></p> <p><b>Do not provide a historically defensible thesis/claim</b></p> <ul style="list-style-type: none"> <li><i>"The most significant effect of the French Revolution was to improve the lives of Europeans by giving them political rights"</i></li> </ul> <p><b>Do not focus on the topic of the prompt</b></p> <ul style="list-style-type: none"> <li><i>"The most significant effect of the French Revolution was to give Napoleon the opportunity to come to power in France and attempt to conquer Europe"</i></li> </ul> <p><b>Do not establish a line of reasoning, although the claim is historically defensible:</b></p> <ul style="list-style-type: none"> <li><i>"The French Revolution had many effects all over Europe"</i></li> </ul> <p><b>Restate the prompt or are overgeneralized</b></p> <ul style="list-style-type: none"> <li><i>"The French Revolution had significant effects around the world"</i></li> </ul>	<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>The response must provide a historically defensible thesis or claim about the most significant long-term effect during the period 1815 to 1900 of the French Revolution. The thesis or claim must either provide some indication of the reasoning for making that claim OR by establishing analytic categories of the argument</li> </ul> <p><b>Examples that earn this point:</b></p> <p><b>Establish a line of reasoning that evaluates the topic of the prompt</b></p> <ul style="list-style-type: none"> <li><i>"Although the French Revolution failed to establish a lasting democratic government in the short-term, it had a significant long-term effect on the politics of post-Revolutionary Europe because it set up republican government as a legitimate and attainable goal for future revolutionaries"</i></li> </ul> <p><b>Establish a line of reasoning that evaluates the topic of the prompt with analytic categories</b></p> <ul style="list-style-type: none"> <li><i>"The most important long-term effect of the French Revolution was to encourage Europe's political elite to attempt to prevent future revolutions. Sometimes this was done through repression, but increasingly, leaders sought to get ahead of revolutionary demands"</i></li> <li><i>"The most significant long-term effect of the French Revolution was its failure to destroy the monarchical model of government. Although many of the goals of the Revolution would later be realized in different countries of Europe during the 1800s, this would generally happen under the direction of kings and emperors"</i></li> </ul> <p><b>Establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li><i>"After 1815, the most important effect of the French Revolution was to inspire other revolutions with similar goals such as the Revolutions of 1848." (Minimally acceptable thesis/claim)</i></li> </ul>
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs)</li> <li>The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period</li> </ul>		

Reporting Category	Scoring Criteria	
<p><b>Row B</b> <b>Contextualization</b> <b>(0-1 points)</b></p> <p><b>4.A</b></p>	<p><b>0 points</b></p>	<p><b>1 point</b></p> <p>Describes a broader historical context relevant to the prompt</p>
	<p><b>Decision Rules and Scoring Notes</b></p>	
	<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>Provide an overgeneralized statement about the time period referenced in the prompt</li> <li>Provide context that is not relevant to the prompt</li> <li>Provide a passing phrase or reference</li> </ul> <p><b>Examples of unacceptable contextualization that do not earn this point:</b></p> <p><b>Overly generalized attempt at contextualization</b></p> <ul style="list-style-type: none"> <li><i>“There have been many revolutions in Europe, but none was more significant than the French Revolution that started in 1789”</i></li> </ul> <p><b>Passing Phrase or Reference</b></p> <ul style="list-style-type: none"> <li><i>“The storming of the Bastille in 1789 started the French Revolution, which would have many long-term effects”</i></li> </ul>	<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>Must accurately describe a context relevant to long-term effects of the French Revolution in the period 1815-1900</li> </ul> <p><b>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</b></p> <ul style="list-style-type: none"> <li>Nationalist movements</li> <li>Napoleonic Empire/fall of Napoleon</li> <li>Concert of Europe</li> <li>Enlightenment ideals of universal rights, equality, and popular government</li> <li>The political goals of the revolutionaries in France in 1789</li> <li>The various phases of the French Revolution (liberal, Jacobin, Directory, Consulate)</li> <li>Violence of the revolutionaries and its discrediting effects</li> <li>The exposure of the weaknesses of Old Regime monarchies</li> <li>Nationalistic reactions to Napoleon’s attempted conquests</li> <li>The defeat of Napoleon by a conservative coalition of European monarchies</li> </ul> <p><b>Example of acceptable contextualization:</b></p> <ul style="list-style-type: none"> <li><i>“In 1815, the Revolution appeared to be over. Napoleon had been defeated, the French monarchy had been restored, and the conservative regimes that dominated Europe were determined to prevent any future uprisings” (Introduces an argument about post-Revolutionary politics in the 1800s)</i></li> <li><i>“Political thinkers of the Enlightenment pioneered such ideas as the social contract, government by consent, and universal rights. These ideas would be tried out in the French Revolution.” (Introduces an argument about the ongoing influence of French Revolutionary ideals on European politics)</i></li> </ul>
	<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>The response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question</li> <li>To earn this point, the context provided must be more than a phrase or reference</li> </ul>	

Reporting Category	Scoring Criteria		
<b>Row C</b> <b>Evidence</b> <b>(0-2 points)</b>	<b>0 points</b>	<b>1 point</b> Provides specific examples of evidence relevant to the topic of the prompt	<b>2 points</b> Supports an argument in response to the prompt using specific and relevant examples of evidence
<b>Decision Rules and Scoring Notes</b>			
<div style="display: flex; flex-direction: column; gap: 5px;"> <div style="background-color: #e91e63; color: white; padding: 2px; font-weight: bold;">1.A</div> <div style="background-color: #00897b; color: white; padding: 2px; font-weight: bold;">5.B</div> <div style="background-color: #e67e22; color: white; padding: 2px; font-weight: bold;">6.B</div> </div>	<b>Responses that do not earn points:</b> <ul style="list-style-type: none"> <li>Identify a single piece of evidence</li> <li>Provide evidence that is not relevant to the topic of the prompt</li> <li>Provide evidence that is outside the time period specified in the prompt</li> <li>Repeat information that is provided in the prompt</li> </ul>	<b>Responses that earn 1 point:</b> <ul style="list-style-type: none"> <li>Must <u>identify at least two specific historical examples</u> relevant to the topic of the long-term effects of the French Revolution in the period 1815 to 1900</li> </ul>	<b>Responses that earn 2 points:</b> <ul style="list-style-type: none"> <li>Must <u>use at least two specific historical evidence examples</u> to support an argument regarding the most important long-term effect of the French Revolution</li> </ul>
	<b>Example of a statement that does not earn any points for evidence:</b> <b>Provides evidence that is outside the time period</b> <ul style="list-style-type: none"> <li><i>“The French Revolution caused major changes, including abandonment of religion, major changes to class structure, and the rise of Napoleon”</i>  <i>(Uses historical reasoning by identifying cause and effect, but addresses issues that are outside the time frame clearly indicated by the prompt.)</i></li> </ul>	<b>Examples of evidence that are specific and relevant include the following (2 examples required):</b> <ul style="list-style-type: none"> <li>Revolutions of 1848</li> <li>Expansion of voting rights in France and Britain</li> <li>Romantic portrayals of the Revolution in nineteenth-century art and literature</li> <li>Metternich and the Concert of Europe</li> <li>German student societies</li> <li>Romantic imagery of the French Revolution</li> <li>Expansion of voting rights in Britain (Chartist movement)</li> <li>Garibaldi’s “red-shirts” and attempts to unify Italy</li> <li>Revolution of 1830 in France and the July Monarchy</li> <li>Greek War of Independence</li> <li>Frankfurt Parliament and Constitution (1848)</li> <li>Revolution of 1848 in France and the Second Republic</li> <li>Napoleon III and the Second Empire</li> <li>Bismarck and universal male suffrage in Germany</li> <li>Third Republic in France</li> <li>Liberal-conservative conflicts in Spain (Carlist wars)</li> </ul> <b>Example of a statement that earns 1 point for evidence:</b> <ul style="list-style-type: none"> <li><i>“The French people eventually overthrew the restored Bourbon monarchy in 1830 and created a constitutional monarchy, which was followed less than twenty years later in 1848 by another overthrow of the existing government that established the Second Republic”</i></li> </ul>	<b>Examples that successfully support an argument with evidence:</b> <ul style="list-style-type: none"> <li><i>“Revolutionary nationalists in 1848 seeking to unify Italy and Germany supported the ideals of liberty and universal citizenship that had first appeared in France during the Revolution.”</i> <i>(Functions as part of an argument supporting the thesis that increased nationalism was the most significant effect of the French Revolution)</i></li> <li><i>“Metternich and other European leaders after the Congress of Vienna tried to suppress future revolutions by employing censorship and secret police. This shows the fear that the ideas of the French Revolution continued to inspire.”</i> <i>(Offers a specific piece of evidence and explicitly links it to an argument about the continuing effect of the French Revolution)</i></li> <li><i>“Many nineteenth century revolutionaries were inspired by the French Revolution. . . In Italy, Garibaldi’s movement used French Revolutionary slogans and symbols such as the tricolor flag.”</i> <i>(Presents a topic sentence making a general statement about the ongoing influence of the French Revolution followed by a statement in the same paragraph about Garibaldi)</i></li> <li><i>“Conservative rulers in the later 1800s could not completely ignore the demands for political rights that had begun during the French Revolution. Both Napoleon III’s Second Empire and the new German Empire under Bismarck’s leadership gave many people the right to vote, although neither was truly democratic.”</i> <i>(Uses two specific pieces of evidence to support a generalization about a continuing influence of the revolution on European political systems in the later nineteenth century)</i></li> </ul>

continued on next page

**Row C**  
**(continued)**

**Additional Notes:**

- Typically, statements credited as evidence will be more specific than statements credited as contextualization.
- If a response has a multipart argument 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.

(For example, the Congress of Vienna represented a return to conservatism as a response to the French Revolution's radical threat; the ideals of the French Revolution could not be quelled, eventually serving as part of the inspiration for further 19th century revolutions in Europe and abroad).

Reporting Category	Scoring Criteria		
<b>Row D</b> <b>Analysis and Reasoning</b> <b>(0-2 points)</b>	<b>0 points</b>	<b>1 point</b> Uses historical reasoning (e.g. comparison, causation, continuity and change) to frame or structure an argument that addresses the prompt	<b>2 points</b> Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question
<b>5.C</b> <b>6.C</b> <b>6.D</b>	<b>Decision Rules and Scoring Notes</b>		
	<b>Responses that do not earn points:</b> <ul style="list-style-type: none"> <li>May include evidence but offer no reasoning to connect the evidence to an argument</li> <li>May assert the use of historical reasoning but does not use it to frame or structure an argument</li> </ul>	<b>Responses that earn 1 point:</b> <ul style="list-style-type: none"> <li>Must demonstrate the use of historical reasoning to frame or structure an argument that addresses the most significant long-term effect of the French Revolution, although the reasoning may be uneven, limited or imbalanced</li> </ul>	<b>Responses that earn 2 points:</b> May demonstrate a complex understanding in a variety of ways, such as: <ul style="list-style-type: none"> <li>Explaining nuance of an issue by analyzing multiple variables</li> <li>Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects</li> <li>Explaining relevant and insightful connections within and across periods</li> <li>Confirming the validity of an argument by corroborating multiple perspectives across themes</li> <li>Qualifying or modifying an argument by considering diverse or alternative views or evidence</li> </ul>
	<b>Example of unacceptable use of historical reasoning:</b> <b>Provides evidence, but offers no reasoning to connect the evidence to an argument</b> <ul style="list-style-type: none"> <li><i>There were many different effects of the French Revolution which included increased rights, changes to the government, and changes to society</i></li> </ul>	<b>Using a historical thinking skill to frame or structure an argument could include:</b> <ul style="list-style-type: none"> <li>Using causal reasoning to explain nineteenth-century reactions to aspects of the French Revolution</li> <li>Structuring an argument thematically to consider different subcategories of effects of the French Revolution</li> <li>Structuring an argument logically to consider the merits of alternative possibilities as the most important effect</li> <li>Arranging an argument as a chronological narrative of developments over the course of the nineteenth century</li> </ul> <b>Example of acceptable use of historical reasoning</b> <ul style="list-style-type: none"> <li><i>"The French Revolution led to a conservative reaction and then to subsequent attempts to restore political stability through military and social efforts." (Identifies reactions caused by the French Revolution that considered significant effects.)</i></li> <li><i>"Nationalist unification movements in a number of European regions in the middle of the 19th century were inspired by the ideals of the French Revolution, and through their own successes sparked further nationalist and independence movements over time." (Identifies both causation and references change over time in the discussion of significant effects of the French Revolution)</i></li> </ul>	<b>Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided:</b> <ul style="list-style-type: none"> <li>Explaining different effects of the French Revolution in different regions of Europe. <i>(Explains nuance, multiple variables)</i></li> <li>Explaining changes in the effects of the French Revolution over the course of the nineteenth century. <i>(Provides insightful connections with and across periods)</i></li> <li>Considering political and cultural effects of the Revolution. <i>(Confirms the validity of an argument by corroborating multiple perspectives across themes)</i></li> <li>Evaluating whether the democratic ideals of the Revolution had more or less impact than its nationalistic aspects had. <i>(Qualifies or modifies an argument)</i></li> </ul>
<b>Additional Notes:</b> <ul style="list-style-type: none"> <li>This demonstration of complex understanding must be part of the argument, not merely a phrase or reference</li> </ul>			