

2021

AP<sup>®</sup>

CollegeBoard

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# AP<sup>®</sup> European History

## Scoring Guidelines

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

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timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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

- 
- (A)** Describe one argument the author makes regarding the revolutions discussed in the passage. **1 point**

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

- English revolutions of the 17th century were aimed at creating England’s current system of government.
- The English constitution is the most just and moral of all existing governments.
- French revolutionaries in 1789 were also trying to create a new constitution.
- The Glorious Revolution and English constitutionalism as influencing factors for French revolutionary ideas.
- History is progressing toward the creation of more representative governments.

- 
- (B)** Identify one piece of evidence not found in the source that would support the author’s claim regarding representative government. **1 point**

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

- Representative institutions created by the French Revolution (e.g., National Assembly)
- Pressure for greater representative government in Britain (Chartist movements, Reform Bills)
- Preservation of some representative institutions even under monarchies such as Napoleon’s or the Bourbon Restoration
- Demands for representative government during the 1830 and/or 1848 revolutions
- Representative government formed out of the American Revolution
- Inclusion of Enlightenment ideas, such as social contract theory and natural rights (Locke, Montesquieu, Rousseau)

**(C)** Explain one limitation of de Staël’s view of the French Revolution. **1 point**

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

- Mixed motivations of French revolutionaries in 1789; some, such as the peasantry, were more interested in meeting their immediate needs than creating representative government.
- Failure of the French revolutionary government to maintain truly representative government.
- Attempts to impose revolutionary regimes on other countries by force.
- Conservative reaction to French Revolution and Napoleon that rejected representative government and democratic norms (e.g., rescinding the rights of Jews and women; the reimposition of slavery in Haiti).
- De Staël ignores the impact of the American Revolution on the French Revolution.
- The Reign of Terror (e.g., Committee for Public Safety; Vendée massacres).

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**Total for question 1 3 points**

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

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**(A)** Describe one way in which the image depicts a significant feature of the Scientific Revolution. **1 point**

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

- Scientific advances were supported by government patronage.
- Support for scientific advances was seen as a source of prestige for rulers and governments.
- Scientific ideas and advances were furthered by institutions, such as the Royal Academy, that fostered the exchange of ideas.
- Scientific learning fostered a desire to acquire a deeper understanding of the natural world through the use of reason.

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**(B)** Describe King Louis XIV's likely purpose in commissioning the painting. **1 point**

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

- Louis wished to be seen as improving his kingdom by supporting science.
- Louis wished to prove his support for science was at least equal to other monarchs, such as England's.
- Louis wished to be portrayed at the center of positive developments, such as the advancement of scientific knowledge, in France.
- Louis wished to portray scientific advances as benefitting France (prestige, military, and commercial) and the result of his sponsorship.

- (C)** Explain one way in which developments shown in the image changed or continued during the Enlightenment. **1 point**

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

- Government support and royal patronage continued to be important for scientific research during the Enlightenment.
- During the Enlightenment some scientists and intellectuals became more critical of monarchical government and religion.
- Mapping and exploration efforts continued, with and without government sponsorship, during the Enlightenment, with the result of expanded colonization and commerce.
- Monarchs and other powerful or wealthy people continued to commission art that glorified them.
- Enlightenment scholars and secular groups (coffee houses and salons) continued to cultivate faith in progress, rationalism, secularism, and natural laws.

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**Total for question 2 3 points**

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

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- **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.
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- 
- (A) Describe one specific example of a change in the role of religion in European daily life during the period 1450–1700. **1 point**

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

- Protestant and Catholic lay people began to read more religious texts for themselves, rather than relying exclusively on the clergy for religious instruction.
- Many traditional Catholic rituals and religious festivals were discontinued or heavily modified in Protestant countries.
- Protestant churches discouraged the veneration of saints and other attempts to effect divine interventions in daily life.
- Both the Catholic Church and Protestant churches encouraged greater levels of religious education and stricter adherence to orthodoxy among lay people.
- In some areas, religious authorities, such as Catholic bishops, lost their authority to regulate civil matters and public morals.
- In some instances, Protestant beliefs led people to question and protest the existing social order.
- As a result of the Reformation, many people became members of religious minorities in their own countries, subject to state regulation, control, and sometimes persecution.
- In some areas (such as Calvinist Geneva) peoples' daily lives and behavior were more closely regulated by religious authorities.
- Responses may refer to the Scientific Revolution and/or the Enlightenment but must go beyond a mention and must provide a specific example falling within the time period and/or a tie to the role of religion in daily life.

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- (B)** Describe one specific example of a continuity in the role of religion in European daily life during the period 1450–1700. **1 point**

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

- Religious affiliation and regular participation in religious activities continued to be an important part of most Europeans' identity.
- Members of the clergy continued to be seen as the main religious authorities in most Christian churches.
- The Catholic Church and Catholic beliefs and rituals continued to have a powerful influence on daily life in large parts of Europe.
- Religious authorities generally continued to encourage people to adhere to traditional social roles and gender hierarchies.

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- (C)** Using a specific example from the period 1450 to 1700, explain how political authorities in Europe attempted to control religious beliefs or practice. **1 point**

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

- Act of Supremacy by Henry VIII established the monarch as the head of the English church.
- The Peace of Augsburg and the Peace of Westphalia established the principle that rulers within the Holy Roman Empire had the power to determine the official religion of their states.
- Many Protestant states established state churches, supported by the government.
- English government took the lead in enacting and enforcing Protestant reforms (e.g., Book of Common Prayer, penalties for nonattendance at Anglican services).
- James I of England sponsored an authoritative translation of the Bible into English.
- Edict of Nantes by Henry IV of France gave French Protestants rights by royal decree.
- Revocation of the Edict of Nantes by Louis XIV was an attempt to use royal authority.
- Government of the Dutch Republic established some degree of religious toleration while supporting the Reformed Church.
- Spanish monarchs launched the Inquisition and/or persecuted Muslim/Jewish converts in order to secure religious homogeneity and political stability.
- Catholic monarchs (such as Charles V or Philip II) put dissenters on trial or Protestant princes (such as Frederick the Wise) protected dissenters.

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**Total for question 3 3 points**

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

- Each point is earned independently.
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- **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 specific example of a change in the role of the state in European daily life during the period 1900 to 1945. **1 point**

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

- Especially during wartime, governments directly or indirectly controlled many aspects of the economy (rationing, wage controls, labor drafts).
  - States drafted large numbers of citizens into the armed forces, encouraged women to participate in the labor force.
  - Some states actively denied minorities citizenship or civil rights.
  - States engaged in extensive information and propaganda campaigns to influence public opinion and gain support for government policies.
  - States enacted broad censorship of mass media and communications to control dissent and unrest.
  - Some states increased protections for organized labor, allowing unions a role in dictating working conditions.
  - In the interwar period, some states attempted various mechanisms for encouraging women to have more children.
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- (B)** Describe one specific example of a change in the role of the state in daily life in Western Europe during the period 1945 to 2000. **1 point**

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

- States initiated or significantly increased welfare protections (retiree and disabled pensions, unemployment and health insurance, income support) for citizens.
- States directed increased resources to health and medical improvements for their citizens.
- States began to undertake programs to protect the environment.
- Many states nationalized industries and governed working conditions directly.
- Many states invested heavily in education systems, both at the primary and secondary level.

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- (C)** Using a specific example from the period 1945 to 2000, explain how Eastern European states attempted to limit individual rights. **1 point**

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

- State security authorities could execute or imprison people with no effective restraint on their power.
- Elections in communist countries usually did not involve a free choice among multiple candidates.
- States maintained prison camps and other institutions for those seen as danger to the regime.
- State control of the economy allowed governments to deprive people of their positions or livelihoods.
- Communist parties in Eastern Europe maintained tight control on all forms of communication and employed extensive censorship.
- Communist states routinely spied on their own citizens.
- Court systems and legal processes in Eastern European countries were generally controlled by the Communist party, which could dictate legal results.
- Dissidents were sometimes confined to psychological and mental health facilities.
- State controlled freedom of movement, specifically the right to emigrate.

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**Total for question 4 3 points**

**Question 1: Document-Based Question, British Imperialism in India**

**7 points**

**General Scoring Notes**

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

Evaluate whether or not British imperial rule in India during the 1800s was primarily influenced by liberalism.

Reporting Category	Scoring Criteria					
<b>Row A</b> <b>Thesis/Claim</b>  <b>(0–1 points)</b>	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.				
<b>Decision Rules and Scoring Notes</b>						
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>• Are not historically defensible.</li> <li>• Only restate or rephrase the prompt.</li> <li>• Do not respond to the prompt.</li> <li>• Do not establish a line of reasoning.</li> <li>• Are overgeneralized.</li> </ul> </td> <td style="width: 50%; padding: 5px;"> <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 or not British imperial rule in India during the 1800s was primarily influenced by liberalism. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument.</li> </ul> </td> </tr> <tr> <td style="padding: 5px;"> <p><b>Examples that do not earn this point:</b></p> <p><b>Provide a historically defensible claim, but do not establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li>• <i>“There were many factors aside from liberalism that influenced British rule in India.”</i></li> </ul> <p><b>Establish a line of reasoning, but do not provide a historically defensible claim</b></p> <ul style="list-style-type: none"> <li>• <i>“While some say that the British rule in the 1800s was influenced by liberalism, I would say it is primarily influenced by conservatism since the upper class of Britain came into India and overthrew it.”</i></li> </ul> </td> <td style="padding: 5px;"> <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>“British imperial rule was not primarily influenced by liberalism, instead it was primarily influenced by Social Darwinism. Social Darwinism was an excuse for English higher-ups to profit off their colonies work.”</i></li> <li>• <i>“Liberalism influenced British rule in India to a minimal extent as is shown by their political policies and by their general treatment of the population of India.”</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>“Although liberalism was a factor in the colonization of India, the overall biggest factor was nationalism and self-benefit due to the resources to be gained, the treatment of the natives, and the glorification of England and its citizens.”</i></li> <li>• <i>“Although British officials in India were influenced by liberal ideas, the desire to make the empire profitable for Britain was at least as important in shaping British rule in India.”</i></li> </ul> <p><b>Establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li>• <i>“British rule in India was most strongly influenced by liberalism because the British tried to establish a legal system similar to their own in India.”</i> (Minimally acceptable thesis/claim)</li> <li>• <i>“British rule in India was not liberal because the British subjected the Indians to racial discrimination.”</i> (Minimally acceptable thesis/claim)</li> </ul> </td> </tr> </table>			<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>• Are not historically defensible.</li> <li>• Only restate or rephrase the prompt.</li> <li>• Do not respond to the prompt.</li> <li>• Do not establish a line of reasoning.</li> <li>• Are overgeneralized.</li> </ul>	<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>• The response must provide a historically defensible thesis or claim that establishes a position on whether or not British imperial rule in India during the 1800s was primarily influenced by liberalism. 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<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>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Describes a broader historical context relevant to the prompt.</p>		
<b>Decision Rules and Scoring Notes</b>				
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Among these countries, Britain colonized India in order to control trade and production in the area.”</i></li> <li>• <i>“At the same time that many Europeans were starting to believe in political and legal equality for all citizens, many also began to see non-Europeans as inferior races that needed to be ruled.”</i></li> </ul> </td> </tr> </table>			<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>• Provide an overgeneralized statement about the time period referenced in the prompt.</li> <li>• Provide context that is not relevant to the prompt.</li> <li>• Provide a passing phrase or reference.</li> </ul> <p><b>Examples that do not earn this point:</b></p> <p><b>Do not provide context relevant to the topic of the prompt</b></p> <ul style="list-style-type: none"> <li>• <i>References to “God, Gold, and Glory” that don’t connect to Imperialism in India. “God, Gold, and Glory were motives for exploration with the sugar islands being a significant part of triangular trade.”</i></li> </ul> <p><b>Provide an overgeneralized statement about the time period referenced in the prompt</b></p> <ul style="list-style-type: none"> <li>• <i>“During the Liberalist movement many people were thinking ahead to the future of their respective countries.”</i></li> <li>• <i>“Women were gaining more rights and the class lines were beginning to blur.”</i></li> <li>• <i>“During the time of the Liberalist movement, England colonized India.”</i></li> </ul> <p><b>Provide a passing phrase or reference</b></p> <ul style="list-style-type: none"> <li>• <i>“Liberalism was important in European politics in the 1800s.”</i></li> <li>• <i>“The revolution is near after the spread of the ideals of John Locke and other members of the Glorious Revolution of 1688.”</i></li> </ul>	<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>• Accurately describe a context relevant to whether or not British imperial rule in India during the 1800s was primarily influenced by liberalism.</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>• Industrialization in Britain</li> <li>• Geopolitical rivalries among European imperial powers</li> <li>• Liberal political reforms in Britain</li> <li>• Laissez-faire and free-trade economic policies</li> <li>• Social Darwinism and other racialist beliefs</li> <li>• Columbian exchange if connected to British imperialism</li> </ul> <p><b>Examples of acceptable contextualization:</b></p> <ul style="list-style-type: none"> <li>• <i>“In the early 19<sup>th</sup> century, New Imperialism played a large role in nation’s economies and governments as countries raced to Africa and Asia in order to colonize land for industrial and social purposes. 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<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		
Row C Evidence  (0–3 points)	<b>Evidence from the Documents</b>		
	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Uses the content of at least <b>three</b> documents to address the <b>topic</b> of the prompt.	<b>2 points</b> Supports an <b>argument</b> in response to the prompt using at least <b>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 an 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>Accurately describe—rather than simply quote—the content from at least three of the documents to address the topic of the influence of liberalism on British rule in India during the 1800s.</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 2) <i>“Cobbett paints an unfavorable picture of British rule in India, emphasizing its violence and greed.”</i></li> <li>(Document 6) <i>“The illustration shows an Indian prince acting submissively towards the representative of the British rule and the picture of the empress.”</i></li> </ul>	<b>Responses that earn 2 points:</b> <ul style="list-style-type: none"> <li>Support an argument in response to the prompt by accurately using the content of at least six documents.</li> </ul> <b>Examples of supporting an argument using the content of a document:</b> <ul style="list-style-type: none"> <li>(Document 5): <i>“Queen Victoria’s grant of religious freedom to her Indian subjects is an expression of a major belief of European liberals.”</i> (Connects the contents of Document 5 to an argument)</li> <li>(Document 4): <i>“Ghose’s complaint about how British courts actually work in India shows a tension between the liberal theory of British rule and the oppressive reality for Indians.”</i> (Describes and connects the content of the Document 4 to an argument)</li> </ul>	
<b>Additional Notes:</b> <ul style="list-style-type: none"> <li>To earn two points, the six documents do not have to be used in support of a single argument—they can be used across sub-arguments or to address counterarguments.</li> </ul>			

<b>Row C (continued)</b>	<b>Evidence beyond the Documents:</b>	
	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Uses at least one additional piece of the specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.</p>
	<b>Decision Rules and Scoring Notes</b>	
	<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>• Provide evidence that is not relevant to an argument about the prompt.</li> <li>• Provide evidence that is outside the time period or region specified in the prompt.</li> <li>• Repeat information that is specified in the prompt or in any of the documents.</li> <li>• Provide a passing phrase or reference.</li> </ul>	<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>• Must use at least one specific piece of historical evidence relevant to an argument about British rule in India or liberalism.</li> </ul> <p><b>Examples of evidence beyond the documents relevant to an argument about the prompt:</b></p> <ul style="list-style-type: none"> <li>• <i>“When the British government dissolved the East India Company and ended its trade monopoly, they were acting in accordance with liberal ideas about the value of free trade.”</i> (Provides a piece of evidence not in the documents relevant to an argument about the prompt)</li> <li>• <i>“In the early 1800s, Britain placed high tariffs on Indian cloth exports, a move that protected their own industry but went against liberal ideas of free trade.”</i> (Provides a piece of evidence not in the documents relevant to an argument about the prompt)</li> <li>• <i>“Social Darwinism was one of the beliefs that caused the English to believe their superiority over the Indians. This doctrine said that white Anglo-Saxons were superior to other races, clearly contradicting some liberals’ belief in racial equality.”</i> (Provides a piece of evidence not in the documents relevant to an argument about the prompt)</li> </ul>
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• Typically, statements credited as evidence will be more specific than statements credited as contextualization.</li> <li>• To earn this point, the evidence provided must be different from the evidence used to earn the point for contextualization.</li> <li>• To earn this point, the evidence provided must be more than a phrase or reference.</li> </ul>		

Reporting Category	Scoring Criteria	
Row D Analysis and Reasoning (0–2 points)	<b>Sourcing</b>	
	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> For at least three documents, explains how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument.
	<b>Decision Rules and Scoring Notes</b>	
<b>Responses that do not earn this point:</b> <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>	<b>Responses that earn this point:</b> <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): <i>“As an economist, Clark is primarily interested in maximizing the efficiency of the empire and describes the changes to Indians’ way of life as a fair application of free-market principles.”</i> (Connects the point of view of the document to an argument about the influence of liberalism on British rule in India)</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 5): <i>“The rebellion of 1857–1858 was in part a religious uprising against British rule in India, so it is not surprising that Victoria is supporting the liberal idea of religious freedom in this document.”</i> (Connects information about the historical situation of the quote with an argument about the influence of liberalism on British rule in India)</li> </ul> <p><b>Example of acceptable explanation of the significance of the audience:</b></p> <ul style="list-style-type: none"> <li>(Document 4): <i>“Ghose’s pamphlet would likely have been read by British critics of rule in India, suggesting that he might be trying to appeal to British policymakers who wanted India to be ruled in a more liberal way.”</i> (Provides information about the audience of the source relevant to an argument about the influence of liberalism on British rule in India)</li> </ul> <p><b>Example of acceptable explanation of the significance of the author’s purpose:</b></p> <ul style="list-style-type: none"> <li>(Document 6) <i>“This was drawn by an Englishman. It promotes the idea of a British savior and was likely used to glorify their imperialism.”</i> (Identifies the artist’s purpose to promote Queen Victoria’s imperial rule)</li> </ul>	
<b>Examples that do not earn this point:</b> <p><b>Identify the point of view, purpose, historical situation, and/or audience, but do not explain how or why it is relevant to an argument</b></p> <ul style="list-style-type: none"> <li><i>“The ceremony recorded by Pulley in Document 6 occurred at a time when Britain had effectively taken control of all of India.”</i></li> </ul> <p><b>Summarize the content of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience</b></p> <ul style="list-style-type: none"> <li><i>“The purpose of Queen Victoria’s declaration is to grant religious freedom to all Indians.”</i></li> </ul>		

Row D (continued)	Complexity	
	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.</p>
<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>• Analyzing multiple variables, such as exploring the differences between the theoretical application of liberal ideas in India and the practical realities of maintaining order in an empire, or profiting from India’s wealth. (Explains nuance)</li> <li>• Explaining how liberalism as a political ideology was largely critical of British Imperialism in India, while at the same time recognizing how liberalism encouraged British imperialism in India economically, particularly through <i>laissez-faire</i>. The explanation should include some analysis of the relative strengths of each argument. (Demonstrates nuance by analyzing multiple aspects of liberalism and their effects on British India)</li> <li>• Analyzing multiple variables by constructing an argument that explores the potential conflict between liberal ideas about political equality and racist ideas about the supposed inferiority of non-European races and attempts to reconcile them through the idea of “educating” or “reforming” native Indians. (Explains nuance)</li> <li>• Explaining insightful connections across periods by constructing an argument that explains how resistance to British rule, especially in the twentieth century, challenged the idea that Britain’s rule could be considered liberal. (Explains relevant and insightful connections)</li> <li>• Corroborating multiple perspectives, such as exploring how complaints about the actual workings of the British courts, indicate not only the failure of British rule to live up to liberal principles, but also the existence of liberal institutions such as a free press that could challenge the government. (Corroborates, qualifies or modifies an argument by considering diverse or alternative views or evidence)</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	
1. Judge Russell on murder and arson case	<ul style="list-style-type: none"> <li>Russell declares that poor people and native Indians should receive equal protection of British law and says that this will ensure Indians' allegiance to Britain.</li> </ul>	<ul style="list-style-type: none"> <li>Legal decisions such as Russell's need to explain the principles that they are based on, so he is laying out broad ideas.</li> <li>Russell's reference to protection of property and lives follows liberal and Enlightenment principals established by John Locke, while the closing reference to the allegiance of the governed similarly follows the liberal principal of the social contract.</li> </ul>
2. Cobbett	<ul style="list-style-type: none"> <li>Cobbett criticizes British rule in India for its violence and greed.</li> </ul>	<ul style="list-style-type: none"> <li>Cobbett is writing when the East India Company was acting as an autonomous governing body in India.</li> <li>Cobbett is writing when the main aim of European overseas colonization was to gain access to luxury products to import to Europe.</li> </ul>
3. Clark on railways	<ul style="list-style-type: none"> <li>Clark claims that improved communications will allow British factories to get more raw materials out of India; he also claims that this would benefit India by increasing agriculture and giving Indians access to cheaper manufactured goods from Britain.</li> </ul>	<ul style="list-style-type: none"> <li>Clark is writing just as railroads are expanding in Britain and leading to economic growth.</li> <li>Clark is influenced by liberal arguments that free trade is the best and fairest way to improve peoples' standards of living.</li> </ul>
4. Ghose pamphlet	<ul style="list-style-type: none"> <li>Ghose criticizes the British legal system in India, claiming it is biased against Indians who often can't access the courts, understand the language of the proceedings, or follow the legal arguments.</li> </ul>	<ul style="list-style-type: none"> <li>Ghose, as a member of a reform group, is trying to state his case as strongly as possible, using the most emotional examples.</li> <li>Ghose, as a reformer, is interested in articulating a critique of British government and legal institutions in India in an effort to establish, for his readers, the importance of political and social change.</li> </ul>
5. Victoria proclamation	<ul style="list-style-type: none"> <li>Victoria declares freedom of religion in her domains in India and declares that official positions are open to all regardless of race or religion.</li> </ul>	<ul style="list-style-type: none"> <li>Victoria issued the proclamation after a major rebellion (the Sepoy Rebellion or Indian Mutiny) that was caused in part by religious concerns, so she is attempting to pacify India.</li> <li>The end of rule by the profit-seeking East India Company is an occasion for Victoria to create a new basis for British government in India.</li> </ul>

AP® European History 2021 Scoring Guidelines

6. Illustration of the Nizam presenting a gift to the British governor of India	<ul style="list-style-type: none"><li>As part of the establishment of Victoria as Empress of India, a native ruler kneels before the British governor and the image of Victoria and presents a gift.</li></ul>	<ul style="list-style-type: none"><li>The drawing, by a British officer, is intended to convey a harmonious picture of British rule, with native rulers, native troops and British leaders all playing their appointed roles.</li><li>The image appeals to the British audience's feelings of national or racial pride and superiority by showing the power of British rule over India.</li></ul>
7. Indian journalists' editorial	<ul style="list-style-type: none"><li>The journalists argue that the application of laws in India discriminates against Indian victims and works in favor of British lawbreakers.</li></ul>	<ul style="list-style-type: none"><li>The journalists' education in England probably sharpened their perception of the differences between the legal systems in England and in India.</li><li>The journalists are reacting to the failure to realize in practice pronouncements of equality like Victoria's.</li></ul>

**Question 2: Long Essay Question, Effects of the Printing Press**

**6 points**

**General Scoring Notes**

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

Evaluate the most significant effect of the printing press during the period 1450 to 1650.

Reporting Category	Scoring Criteria			
<p><b>Row A</b> <b>Thesis/Claim</b>  <b>(0–1 points)</b></p>	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.</p>		
<b>Decision Rules and Scoring Notes</b>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>• Are not historically defensible.</li> <li>• Only restate or rephrase the prompt.</li> <li>• Do not respond to the prompt.</li> <li>• Do not establish a line of reasoning.</li> <li>• Are overgeneralized.</li> </ul> <p><b>Examples that do not earn this point:</b></p> <p><b>Do not focus on the topic of the prompt</b></p> <ul style="list-style-type: none"> <li>• <i>“The most significant factor affecting the development of the printing press was the demand for religious texts during the Reformation.”</i></li> </ul> <p><b>Do not provide a historically defensible claim</b></p> <ul style="list-style-type: none"> <li>• <i>“The most significant effect of the printing press in the period 1450–1650 was to encourage governments to create mass public education systems.”</i></li> </ul> <p><b>Provide a historically defensible claim, but do not establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li>• <i>“Gutenberg’s development of the printing press was so significant, it even led to an edition of the Bible being named for him.”</i></li> </ul> <p><b>Restate the prompt or are overgeneralized</b></p> <ul style="list-style-type: none"> <li>• <i>“The printing press had an enormous effect on early modern Europe.”</i></li> <li>• <i>“The printing press allowed ideas to spread faster.”</i></li> </ul> </td> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>• Provide a historically defensible thesis or claim about the most significant effect of the printing press in the period 1450–1650. The thesis or claim must either provide some indication of the reasoning for making that claim OR establish the 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>“The most significant effect of the printing press in the period was the spread of knowledge beyond a narrow intellectual elite, resulting in major religious and social changes.”</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 significant effect of the printing press was its ability to rapidly spread new religious and scientific ideas, like heliocentrism, to a large part of Europe’s population.”</i></li> </ul> <p><b>Establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li>• <i>“During the sixteenth century, the most significant impact of the printing press was the spread of Protestant ideas during the Reformation.”</i> (Minimally acceptable thesis/claim)</li> </ul> </td> </tr> </table>			<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>• Are not historically defensible.</li> <li>• Only restate or rephrase the prompt.</li> <li>• Do not respond to the prompt.</li> <li>• Do not establish a line of reasoning.</li> <li>• Are overgeneralized.</li> </ul> <p><b>Examples that do not earn this point:</b></p> <p><b>Do not focus on the topic of the prompt</b></p> <ul style="list-style-type: none"> <li>• <i>“The most significant factor affecting the development of the printing press was the demand for religious texts during the Reformation.”</i></li> </ul> <p><b>Do not provide a historically defensible claim</b></p> <ul style="list-style-type: none"> <li>• <i>“The most significant effect of the printing press in the period 1450–1650 was to encourage governments to create mass public education systems.”</i></li> </ul> <p><b>Provide a historically defensible claim, but do not establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li>• <i>“Gutenberg’s development of the printing press was so significant, it even led to an edition of the Bible being named for him.”</i></li> </ul> <p><b>Restate the prompt or are overgeneralized</b></p> <ul style="list-style-type: none"> <li>• <i>“The printing press had an enormous effect on early modern Europe.”</i></li> <li>• <i>“The printing press allowed ideas to spread faster.”</i></li> </ul>	<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>• Provide a historically defensible thesis or claim about the most significant effect of the printing press in the period 1450–1650. 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<p><b>Row B</b> <b>Contextualization</b>  (0–1 points)</p>	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Describes a broader historical context relevant to the prompt.</p>		
<b>Decision Rules and Scoring Notes</b>				
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<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		
<p><b>Row C Evidence</b>  (0–2 points)</p>	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Provides specific examples of evidence relevant to the <b>topic</b> of the prompt.</p>	<p><b>2 points</b> Supports an <b>argument</b> in response to the prompt using specific and relevant examples of evidence.</p>
<b>Decision Rules and Scoring Notes</b>			

Reporting Category	Scoring Criteria		
<b>Row D</b> <b>Analysis and Reasoning</b>  <b>(0–2 points)</b>	<b>0 points</b> Does not meet the criteria for one point.	<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>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 effect of the printing press on Europe in the period 1450–1650, 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 the 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>Examples that do not earn points:</b>  <b>Provide evidence but offer no reasoning to connect the evidence to an argument</b> <ul style="list-style-type: none"> <li><i>“Books became cheaper, more people were able to afford them, and more people learned to read.”</i></li> <li><i>“Renaissance thinkers published books with new ideas.”</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 significant cultural, religious, political or intellectual effects of the printing press on Europe in the period 1450–1650.</li> <li>Structuring an argument thematically to highlight the different effects of print.</li> <li>Arranging an argument to recount developments over the course of the period showing change over time.</li> </ul> <b>Examples of acceptable use of historical reasoning:</b> <ul style="list-style-type: none"> <li>“The printing press caused the widespread distribution of Luther’s Theses and his Protestant ideas.” (Uses causal reasoning to explain a significant religious effect of the printing press on Europe in the period 1450–1650. This statement would need to be followed with at least a minimal elaboration of this reasoning.)</li> <li>“Another key example of the printing press spreading knowledge is the spread of scientific knowledge and philosophy.” (Uses causal reasoning to explain a significant intellectual effect of the printing press on Europe in the period 1450–1650. This statement would need to be followed up with at least a minimal elaboration of this reasoning.)</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 changes in the effects of print over the course of the period. (Provides insightful connections within and across periods)</li> <li>Explaining different effects of print in different regions of Europe. (Explains nuance, multiple variables)</li> <li>Evaluating whether the religious effects of print were more significant than intellectual changes associated with its spread. (Qualifies or modifies an argument)</li> <li>Considering religious and political effects of print. (Confirms the validity of an argument by corroborating multiple perspectives across themes)</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>
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### Question 3: Long Essay Question, Enlightenment Political Thought

6 points

#### General Scoring Notes

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

Evaluate the most significant effect of the Enlightenment on European society during the period 1688 to 1815.

Reporting Category	Scoring Criteria			
<b>Row A</b> <b>Thesis/Claim</b>  <b>(0–1 points)</b>	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.		
<b>Decision Rules and Scoring Notes</b>				
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<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		
<p><b>Row C Evidence</b> <b>(0–2 points)</b></p>	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Provides specific examples of evidence relevant to the <b>topic</b> of the prompt.</p>	<p><b>2 points</b> Supports an <b>argument</b> in response to the prompt using specific and relevant examples of evidence.</p>
<b>Decision Rules and Scoring Notes</b>			
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>Typically, statements credited as evidence will be more specific than statements credited as contextualization.</li> <li>If a response has a multipart argument, then it can meet the threshold of two pieces of evidence by giving one example for one part of the argument and another example for a different part of the argument, but the total number of examples must still be at least two.</li> </ul>			

Reporting Category	Scoring Criteria		
<p><b>Row D</b> <b>Analysis and Reasoning</b>  (0–2 points)</p>	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Uses historical reasoning (e.g., comparison, causation, continuity and change) to frame or structure an argument that addresses the prompt.</p>	<p><b>2 points</b> Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.</p>
<b>Decision Rules and Scoring Notes</b>			
<p><b>Responses that do not earn points:</b></p> <ul style="list-style-type: none"> <li>• May include evidence but offer no reasoning to connect the evidence to an argument.</li> <li>• May assert the use of historical reasoning but do not use it to frame or structure an argument.</li> </ul>			
<p><b>Responses that earn 1 point:</b></p> <ul style="list-style-type: none"> <li>• Must demonstrate the use of historical reasoning to explain the effects of the Enlightenment on European society in the period 1688 to 1815, although the reasoning may be uneven, limited, or imbalanced.</li> </ul> <p><b>Responses that earn 2 points:</b></p> <p>May demonstrate a complex understanding in a variety of ways, such as:</p> <ul style="list-style-type: none"> <li>• Explaining the 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>Examples that do not earn points:</b></p> <p><b>Provide evidence but offer no reasoning to connect the evidence to an argument</b></p> <ul style="list-style-type: none"> <li>• <i>“There were all kinds of reforms that happened to improve people’s lives both in daily life and in work life, like factory reform bills and child labor reforms.”</i></li> </ul> <p><b>Using a historical thinking skill to frame or structure an argument could include:</b></p> <ul style="list-style-type: none"> <li>• Using causal reasoning to explain significant cultural or intellectual effects of the Enlightenment and how those contributed to political changes.</li> <li>• Structuring an argument thematically to consider different subcategories of the effects of the Enlightenment (e.g., reform vs. revolution).</li> <li>• Distinguishing the most significant effects in different geographic areas.</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 period showing change over time.</li> </ul> <p><b>Example of acceptable use of historical reasoning:</b></p> <ul style="list-style-type: none"> <li>• <i>“Enlightenment thinkers derided existing religious traditions and also tried to establish what they considered to be a more reasonable form of religious belief.”</i> (Establishes two categories of effects. The statement would need to be followed with at least a minimal elaboration of this reasoning.)</li> <li>• <i>“In the early part of the period Enlightenment thinkers proposed theoretical changes to make government and society more rational, but later attempted to put their theories into action.”</i> (Identifies both causation and references change over time in the discussion of significant effects of the Enlightenment. This statement would need to be followed with at least a minimal elaboration of this reasoning.)</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>• Evaluating whether the religious changes associated with the Enlightenment had more significant effects than nonreligious aspects of the Enlightenment. (Modifies or qualifies an argument)</li> <li>• Evaluating different effects of the Enlightenment in different regions of Europe (e.g., contrasting the Enlightenment’s effects in Britain vs. its effects in France). (Explains nuance, multiple variables)</li> <li>• Explaining the changing influence of the Enlightenment over the course of the period or considering its continued influence into the 19th century. (Provides insightful connections within and across periods. Note that discussion of post-1815 would need to be more than a passing reference to count as complexity.)</li> <li>• Considering the interrelationship between religious and political effects of the Enlightenment. (Confirms the validity of an argument by corroborating multiple perspectives across themes)</li> <li>• Considering the ongoing impact of science, politics, and religion in public discourse across periods. (Provides insightful connections within and across periods)</li> </ul>			

AP® European History 2021 Scoring Guidelines

	<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>
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## Question 4: Long Essay Question, Cultural Effects of the First World War

6 points

### General Scoring Notes

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

Evaluate the most significant cultural effect of the First World War during the period 1918 to 1939.

Reporting Category	Scoring Criteria			
<p><b>Row A</b> <b>Thesis/Claim</b>  <b>(0–1 points)</b></p>	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.</p>		
<b>Decision Rules and Scoring Notes</b>				
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<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>				



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<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								
<p><b>Row C Evidence</b>  (0–2 points)</p>	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Provides specific examples of evidence relevant to the <b>topic</b> of the prompt.</p>	<p><b>2 points</b> Supports an <b>argument</b> in response to the prompt using specific and relevant examples of evidence.</p>						
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<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>Typically, statements credited as evidence will be more specific than statements credited as contextualization.</li> <li>If a response has a multipart argument, then it can meet the threshold of two pieces of evidence by giving one example for one part of the argument and another example for a different part of the argument, but the total number of examples must still be at least two.</li> </ul>									

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<b>Row D</b> <b>Analysis and Reasoning</b>  <b>(0–2 points)</b>	<b>0 points</b> Does not meet the criteria for one point.	<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.				
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<b>Examples that do not earn points:</b>  <b>Provide evidence but offer no reasoning to connect the evidence to an argument</b> <ul style="list-style-type: none"> <li>• <i>“The massive casualties of the war shocked Europeans.”</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 significant psychological effects of the war and how those contributed to post-war cultural changes</li> <li>• Structuring an argument thematically to consider different subcategories of the cultural effects of the war (e.g., negative/rejectionist vs. positive)</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 period showing change over time</li> </ul> <b>Examples of acceptable use of historical reasoning:</b> <ul style="list-style-type: none"> <li>• <i>“The war led some artists to simply reject earlier cultural forms, while it led others to create new cultural forms better suited to the postwar world.”</i> (Establishes two categories of effects. This statement would need to be followed with at least minimal elaboration of this reasoning.)</li> <li>• <i>“While antiwar themes remained important throughout the interwar period, as the immediate shock of the war faded, more positive views of the war began to be expressed.”</i> (Identifies both causation and references change over time in the discussion of significant effects of the war. This statement would need to be followed with at least minimal elaboration of this reasoning.)</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>• Evaluating whether the reactive or rejectionist cultural tendencies coming out of the war were more or less significant than the reconstructive tendencies. (Qualifies or modifies an argument)</li> <li>• Explaining different effects of the war in different regions of Europe (e.g., contrasting the war’s effects on artists in France and Britain, the Western allies, vs. Germany or discussing how cultural responses in Russia were shaped by communism).(Explains nuance, multiple variables)</li> <li>• Explaining the changing influence of the war over the course of the period or considering its continued influence into the later 20th century (Provides insightful connections within and across periods. Note that discussion of the period after 1939 would need to be more than a passing reference to count as complexity.)</li> <li>• Considering the interrelationship between political developments and cultural changes in response to the war. (Confirms the validity of an argument by corroborating multiple perspectives across themes)</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>							