

**Question 3 or 4**

**Directions:** Answer either Question 3 or Question 4.

**Answer (a), (b), and (c).**

3. a) Describe one specific example of a change in the role of religion in European daily life during the period 1450 to 1700.  
b) Describe one specific example of a continuity in the role of religion in European daily life during the period 1450 to 1700.  
c) Using a specific example from the period 1450 to 1700, explain how political authorities in Europe attempted to control religious beliefs or practice.

**Answer (a), (b), and (c).**

4. a) Describe one specific example of a change in the role of the state in European daily life during the period 1900 to 1945.  
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.  
c) Using a specific example from the period 1945 to 2000, explain how Eastern European states attempted to limit individual rights.

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**Question 2, 3, or 4 (Long Essay)**

**Suggested writing time: 40 minutes**

**Directions:** Answer Question 2 or Question 3 or Question 4.

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 over time) to frame or structure an argument that addresses the prompt.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

2. Evaluate the most significant effect of the printing press during the period 1450 to 1650.
3. Evaluate the most significant effect of the Enlightenment on European society during the period 1688 to 1815.
4. Evaluate the most significant cultural effect of the First World War during the period 1918 to 1939.

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**Begin your response to this question at the top of a new page in the separate Free Response booklet  
and fill in the appropriate circle at the top of each page to indicate the question number.**

**WHEN YOU FINISH WRITING, CHECK YOUR WORK ON SECTION II IF TIME PERMITS.**

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Reporting Category	Scoring Criteria	
Row A Thesis/Claim  (0–1 points)	<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>		
<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>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>	<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> <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>	
<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>		

### 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	
Row A Thesis/Claim (0–1 points)	<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>		
<b>Responses that do not earn this point:</b> <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> <b>Examples that do not earn this point:</b> <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 war was that it led to a second, even more destructive war only a few years later."</i></li> </ul> <p><b>Do not provide a historically defensible claim</b></p> <ul style="list-style-type: none"> <li><i>"World War I wiped out an entire European generation and scarred Europe's culture forever."</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 most important cultural effect of the war was on the young generation that experienced it firsthand."</i></li> </ul> <p><b>Restate the prompt or are overgeneralized</b></p> <ul style="list-style-type: none"> <li><i>"The experience of war darkened European culture in the interwar period."</i></li> </ul>	<b>Responses that earn this point:</b> <ul style="list-style-type: none"> <li>Provide a historically defensible thesis or claim about the most significant cultural effect of the First World War in the period 1918 to 1939. 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> <b>Examples that earn this point:</b> <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 war's most significant cultural effect was to erode many Europeans' belief in Europe's cultural superiority."</i></li> <li><i>"The War's most significant cultural effect was to undermine nineteenth-century cultural and artistic conventions. The shock of technological warfare led Europeans to try to create new forms of art better suited to the modern age."</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 war's most important effect was to cause many Europeans to question the certainties of the previous period; some became bitter and disillusioned as a result while others were inspired to create new forms of art."</i></li> </ul> <p><b>Establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li><i>"The horrors of the war created a Lost Generation who questioned Europe's cultural values."</i> (Minimally acceptable thesis/claim)</li> </ul>	
<b>Additional Notes:</b> <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	
Row B Contextualization  (0–1 points)	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Describes a broader historical context relevant to the prompt.
Decision Rules and Scoring Notes		
<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>Provide overly generalized attempts at contextualization</b></p> <ul style="list-style-type: none"> <li><i>“During World War One from 1914–1918, it is clear that many lives have been dramatically changed, some for the best, and some for the worst.”</i></li> <li><i>“A massive event like the First World War was bound to influence European culture.”</i></li> </ul> <p><b>Provide a passing phrase or reference</b></p> <ul style="list-style-type: none"> <li><i>“The First World War was the first total industrial war.”</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 the cultural effects of the First World War.</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>Nationalism/jingoism prior to the war</li> <li>Trench warfare and mechanized warfare</li> <li>Mass casualties of the war</li> <li>Prewar anxieties and questioning of certainties</li> <li>Nineteenth-century positivism and belief in progress</li> <li>Prewar optimism about perceived European superiority</li> <li>Political extremism in the interwar period</li> <li>New Imperialism and/or colonialism</li> <li>Victorian customs and values</li> </ul> <p><b>Example of acceptable contextualization:</b></p> <ul style="list-style-type: none"> <li><i>“Even before the war, many European artists and intellectuals began to doubt whether the mechanistic view of the universe and the rational view of human behavior were valid.”</i></li> <li><i>“Soldiers and civilians on both sides were told that the aim of the war was to save civilization, but the way the war was fought began to seem barbaric.”</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>