

**EUROPEAN HISTORY**

**SECTION II**

**Total Time—1 hour and 40 minutes**

**Question 1 (Document-Based Question)**

**Suggested reading and writing time: 1 hour**

**It is suggested that you spend 15 minutes reading the documents and 45 minutes writing your response.**

**Note: You may begin writing your response before the reading period is over.**

**Directions:** Question 1 is based on the accompanying documents. The documents have been edited for the purpose of this exercise.

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 four 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 two documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Demonstrate a complex understanding of a historical development related to the prompt through sophisticated argumentation and/or effective use of evidence.

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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.**

1. Evaluate whether Italian fascism was a revolutionary or a traditional movement.

**Document 1**

**Source:** Benito Mussolini, speech announcing the formation of the Fascist fighting squads in Milan, 1919

We declare war against socialism, not because it is socialism but because it opposes nationalism. Although we can discuss the question of what socialism is, what is its program, and what are its tactics, one thing is obvious: the official Italian Socialist party has actually been reactionary and absolutely conservative. If its views had prevailed, our survival in the world of today would be impossible. It is clear that the Socialist party will not be able to assume leadership of a program of renewal and reconstruction.

We shall fight against technological and moral backwardness. There are even industrialists who reject both technological and moral innovations. If they don't find the strength to transform themselves, they will be swept aside. We must impress upon the workers, however, that it is one thing to destroy and quite another to build. Destruction can be the work of an hour, but construction may take years or centuries.

**Document 2**

**Source:** Enrico Corradini, senator and member of the Fascist Party, editorial in a political journal, 1925

The fascist spirit has the terrifying revolutionary dynamic. We recognize it, this terrifying dynamic, by the historical knowledge of the major European revolutions. . . . The fascist program consists in overcoming the old liberalism, the old democratism, the old socialism, to reach a regime in which the sovereignty of the State, the active organ of the living unity of national society, returns to prevail over the parliamentary parties. Here is the essence of the program. Benito Mussolini's government is in the present period and must be and could not fail to be the greatest architect of the fascist revolution. . . . The government, acting with resolute energy, carrying out the revolutionary program, and being the strong builder of the strong State, unites the party to itself in perfect communion.

## Document 3

**Source:** Cover illustration of a major Italian newspaper, showing the signing of a treaty by Mussolini and a representative of the pope, 1929



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*The treaty recognized the pope's sovereignty over Vatican City and declared Roman Catholicism the official religion of Italy.*

**Document 4**

**Source:** Edoardo Persico, architect and art critic, magazine article on the exhibition commemorating the tenth anniversary of the Fascist takeover, 1932

The support of the national government for the forms of the avant-garde [new artistic and architectural styles] is another sign of the exceptional atmosphere that is developing in Italy: all other so-called official art that the other governments of the world adopt for events of this type are usually as backward and bourgeois as can possibly be imagined.

**Document 5**

**Source:** Achille Starace, politician and secretary of the Italian Fascist Party, book on the National Recreational Clubs organized by the Fascist Party, 1933

From all these various types of excursions, from the simple day trip to the challenging alpine hike, the working masses gain the invaluable benefit of knowing more and better their country in all its qualities, in its varied beauty, in its charms, which are countless. And therefore, workers get to know, study, and appreciate the rich life outside of their factories and their offices. Millions of workers, who once sat in the dull stupor of a limited and monotonous environment, now wait anxiously for Saturday to come and to spend a calm and relaxing Sunday outdoors; they have become excursionists, tourists, skiers in winter, who on Monday come back with discipline to their work and with the joy of feeling better, stronger, even spiritually, because contact with the beauty and the majesty of Nature opened their souls to new understandings, to a new serenity, to a new happiness, with a more refined sense of their individuality, with a greater faith in life.

**Document 6**

**Source:** Article on Mother and Child Day, in *Motherhood and Childhood*, Fascist party magazine for women, 1935

What is the significance of this national ritual? The intention of Il Duce [“the Leader” in Italian—title used for Mussolini as head of the Fascist Party] in instituting it was that the Italian people should once a year solemnly honor motherhood, joyfully celebrate childhood, because, as he said in an incisive and eloquent phrase, they represent “the supreme values of the race.” It is a fact that a nation without mothers and without cradles—or even with few mothers and few cradles—is condemned to moral, political, and economic decline and is certainly headed for slavery. It is no accident that Mussolini wanted this solemn celebration to coincide with Christmas Eve.

**Document 7**

**Source:** Alba Pochino, official in an Italian Fascist women’s organization, magazine article discussing the organization’s uniform, 1938

The finest things are represented in our fascist scarf: the black of the glorious Blackshirts, sanctified by the blood of our Martyrs, the symbol of the power of the imperial Rome of yesterday, of today, tomorrow, and always, and the word DUCE, repeated many times, like the acclaim of the Leader, the Leader who has returned Italy to its imperial heights.

**END OF DOCUMENTS FOR QUESTION 1**



**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 at least two pieces of specific and relevant evidence.
- Use historical reasoning (e.g., comparison, causation, continuity or change over time) to frame or structure an argument that addresses the prompt.
- Demonstrate a complex understanding of a historical development related to the prompt through sophisticated argumentation and/or effective use of evidence.

2. Evaluate the most significant effect of European overseas expansion on the European economy in the period 1450 to 1700.

3. Evaluate the most significant effect of the centralization of state power in the period 1650 to 1815.

4. Evaluate the most significant effect of the spread of democratic ideas on European politics in the 1800s.

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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.

## Question 1: Document-Based Question, Fascism—Revolutionary or Traditional

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 Italian fascism was a revolutionary or a traditional movement.



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>		
	<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>Responses that earn this point:</b> <ul style="list-style-type: none"> <li>Provide a historically defensible thesis or claim about whether Italian fascism was traditional or revolutionary. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument.</li> </ul>
	<b>Examples that do not earn this point:</b>  <b>Provide a restatement of the prompt</b> <ul style="list-style-type: none"> <li><i>"Fascism was both revolutionary and conservative."</i></li> </ul> <b>Provide a historically defensible claim, but do not establish a line of reasoning</b> <ul style="list-style-type: none"> <li><i>"Fascists were basically conservative nationalists."</i></li> </ul> <b>Establish a line of reasoning, but do not provide a historically defensible claim</b> <ul style="list-style-type: none"> <li><i>"Mussolini and the fascists opposed radical movements like the communists."</i></li> </ul>	<b>Examples that earn this point:</b>  <b>Establish a line of reasoning that evaluates the topic of the prompt</b> <ul style="list-style-type: none"> <li><i>"When they sought to gain power, fascists used the language of revolution, but they became largely conservative when they were in charge."</i></li> <li><i>"Mussolini and others continued to define the fascist movement as being opposed to the failures of the previous period, so it was a revolutionary movement."</i></li> </ul> <b>Establish a line of reasoning that evaluates the topic of the prompt with analytic categories</b> <ul style="list-style-type: none"> <li><i>"Fascism was actually quite conservative as can be seen from their economic policies, their alliance with Catholicism, and their treatment of women."</i></li> </ul> <b>Establish a line of reasoning</b> <ul style="list-style-type: none"> <li><i>"Italian fascism was revolutionary because it replaced democracy in Italy with dictatorship."</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	<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.
[0-1 points]	Decision Rules and Scoring Notes	
	<b>Responses that do not earn this point:</b> <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>	<b>Responses that earn this point:</b> <ul style="list-style-type: none"> <li>Accurately describe a context relevant to whether Italian fascism was traditional or revolutionary.</li> </ul>
	<b>Examples that do not earn this point:</b>  <b>Do not provide context relevant to the topic of the prompt</b> <ul style="list-style-type: none"> <li><i>“Italy has always been a cultural center of Europe.”</i></li> </ul> <b>Provides only a passing phrase or reference</b> <ul style="list-style-type: none"> <li><i>“World War I had just ended when the fascists began to rise in Italy.”</i></li> </ul> <b>Provides historically inaccurate contextualization</b> <ul style="list-style-type: none"> <li><i>“Italy was on the losing side in World War I and this shook up the country’s politics.”</i></li> </ul>	<b>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</b> <ul style="list-style-type: none"> <li>The devastation of World War I</li> <li>The humiliations suffered by Italians in World War I and the post-war settlements</li> <li>European postwar economic instability</li> <li>The fragmented politics of Italy—the existence of multiple competing parties</li> <li>The spread of socialist and Marxist ideas in Europe during and after World War I</li> <li>The rise of fascism in other parts of Europe beyond Italy [including Nazi Germany]</li> <li>Continued regional differences in Italy—economic, political, cultural</li> <li>Many Italians’ perception of government failure and corruption</li> <li>Nationalism and Italian unification</li> <li>Universal male suffrage achieved in 1918</li> </ul> <b>Examples of acceptable contextualization:</b> <ul style="list-style-type: none"> <li><i>“Even though Italy was one of the ‘victors’ of WWI, the country suffered heavily and experienced many costly defeats during the war.”</i></li> <li><i>“Democracies across Europe were unstable in the period after World War I.”</i> [Minimally acceptable contextualization]</li> </ul>
	<b>Additional Notes:</b> <ul style="list-style-type: none"> <li>The response must describe broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question that are relevant to the topic of the prompt.</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]	Evidence from the Documents		
	<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>four</b> documents.
	Decision Rules and Scoring Notes		
	<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 the content of the documents without providing an accompanying description</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 whether Italian fascism was traditional or revolutionary.</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]: “Corradini claims there is no daylight between what Mussolini does and what fascism is.”</li> <li>[Document 4]: “The author of the article praises fascist support of the arts.”</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 four documents.</li> </ul> <b>Examples of supporting an argument using the content of a document:</b> <ul style="list-style-type: none"> <li>[Document 1]: “By defining himself as being against the communists, the most revolutionary party, Mussolini is establishing his conservative credentials.” [Uses evidence from the document to support an argument about the conservative nature of the Fascist movement]</li> <li>[Document 7]: “The creation of militarized groups of women like the one discussed on Doc 7 indicates that the fascists were willing to go against traditional gender roles if they felt it was necessary.” [Uses evidence from the document to support an argument about the revolutionary tendencies of fascism]</li> </ul>
	<b>Additional Notes:</b> <ul style="list-style-type: none"> <li>To earn two points, the four documents do not have to be used in support of a single argument—they can be used across sub-arguments or to address counterarguments.</li> </ul>		

Row C [Continued]	Evidence beyond the Documents:	
	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Uses at least one additional piece of specific historical evidence [beyond that found in the documents] relevant to an argument in response to the prompt.
	Decision Rules and Scoring Notes	
	<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 whether Italian fascism was traditional or revolutionary</li> </ul> <b>Examples of specific and relevant evidence beyond the documents that earn this point include the following, if appropriate elaboration is provided:</b> <ul style="list-style-type: none"> <li>Fascist Italy's alliance with Nazi Germany</li> <li>The importance of the Catholic Church in Italian life</li> <li>Mussolini's March on Rome [1922]</li> <li>The Italian fascist conquest of Ethiopia [1935]</li> <li>Mussolini's earlier affiliation with the Italian Socialist Party</li> <li>Socialist, communist, and anarchist movements in Italy</li> <li>Fascist policies of militarism and arms build-up</li> <li>Pre-war radicalism in Italy, especially Futurism</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>"The Futurists, who wanted to destroy the old world they saw as tired and corrupt, supported fascism strongly."</i> [Provides a piece of evidence not in the documents relevant to an argument about the prompt]</li> <li><i>"The conquest of Ethiopia in 1935 indicates the fascists' desire to act like any other European imperial power."</i> [Provides a piece of evidence not in the documents relevant to an argument about the prompt]</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> <li>The point for evidence beyond the documents may be awarded for evidence that appears in any part of the response.</li> </ul>		

Reporting Category	Scoring Criteria	
<b>Row D</b> <b>Analysis and Reasoning</b>  <b>[0-2 points]</b>	<b>Sourcing</b>	
	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> For at least <b>two</b> 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>	
	<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>Explain sourcing for fewer than two 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 summary to the point of view, purpose, historical situation, and/or audience.</li> </ul> <p><b>Examples that do not earn this point:</b></p> <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>“Starace in Document 5 is enthusiastically promoting the benefits of fascist recreational clubs to the general public.”</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 flattering illustration of Mussolini signing a treaty with the papacy depicts a defining moment for his regime.”</i> [Note that the inclusion of the word “flattering” is not enough by itself to gain credit for sourcing.]</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 two documents sourced.</li> </ul> <p><b>Example of acceptable explanation of the relevance of the author’s point of view:</b></p> <ul style="list-style-type: none"> <li>[Document 4]: <i>“As an artist and critic, Persico judges the fascist regime to be revolutionary based on his ideas about art.”</i> [Identifies the point of view of the source and how this affects the author’s perception of Fascism]</li> </ul> <p><b>Example of acceptable explanation of the relevance of the author’s purpose:</b></p> <ul style="list-style-type: none"> <li>[Document 6]: <i>“The author of a women’s magazine article is attempting to convince mothers that Mussolini and the fascists see their traditional roles as wife and mother as vital for the state.”</i> [Connects the purpose of the document to an argument that fascists were conservative]</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 1]: <i>“Mussolini, speaking just after the war that killed thousands of ordinary Italians seeks to restore their traditional loyalty to symbols like the flag, but employs revolutionary terms to do it.”</i> [Connects the historical situation of the document to an argument about the mixed nature of the fascist movement]</li> </ul> <p><b>Example of acceptable explanation of the relevance of the audience:</b></p> <ul style="list-style-type: none"> <li>[Document 3]: <i>“The illustration on the cover of a major newspaper is aimed at spreading the message that Mussolini is allied with the traditional forces of organized religion to a broad cross-section of Italian society.”</i> [Connects the audience of the document to argument that fascism was conservative]</li> </ul>

Row D [continued]	Complexity	
	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Demonstrates a complex understanding of the historical development that is the focus of the prompt through sophisticated argumentation and/or effective use of evidence.
	Decision Rules and Scoring Notes	
		<p><b>Responses that earn this point:</b></p> <p>May demonstrate a complex understanding through sophisticated argumentation that is relevant to the prompt. This may be done in a variety of ways, such as:</p> <ul style="list-style-type: none"> <li>Explaining multiple themes or perspectives to explore complexity or nuance; OR</li> <li>Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR</li> <li>Explaining both cause and effect, both similarity and difference, or both continuity and change; OR</li> <li>Explaining relevant and insightful connections within and across periods or geographical areas. These connections should clearly relate to an argument that responds to the prompt.</li> </ul> <p>May demonstrate a complex understanding through effective use of evidence relevant to an argument that addresses the prompt. This may be done in a variety of ways, such as:</p> <ul style="list-style-type: none"> <li>Effectively using <b>seven</b> documents to support an argument that responds to the prompt; OR</li> <li>Explaining how the point of view, purpose, historical situation, and/or audience of at least <b>four</b> documents supports an argument that responds to the prompt; OR</li> <li>Using documents and evidence beyond the documents effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt.</li> </ul> <p><b>Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided:</b></p> <ul style="list-style-type: none"> <li>Arguing that fascist rhetoric before taking power in 1922 is less indicative of the nature of the movement than their policies once they were in power. [Demonstrates sophisticated understanding]</li> <li>Arguing that nationalist enthusiasm generated by Italian unification in the mid-1800s gradually gave way to disenchantment and anger as a result of Italy's unstable pre-war politics. [Explains relevant and insightful connections]</li> <li>Arguing that fascist propaganda depicts the movement as a revolutionary break with the immediate past, but connecting it to the accomplishments of Italy's ancient past. [Explores complexity or nuance]</li> <li>Arguing that fascism was politically revolutionary in its destruction of the existing political system but was culturally conservative. [Explains continuity and change]</li> </ul>
	<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>This complex understanding must be part of the argument and may be demonstrated in any part of the response.</li> <li>While it is not necessary for this complex understanding to be woven throughout the response, it must be more than merely a phrase or reference.</li> <li>To earn a point for complexity by using seven documents in support of an argument, there must be an attempt to use all seven documents to effectively support an argument, but the use of the documents may be unevenly or inconsistently developed, or the document use may be weaker in one or two instances.</li> </ul>	

## Document Summaries

Document	Summary of Content	Explains the relevance of point of view [POV], purpose, situation, and/or audience by elaborating on examples such as:
1. Mussolini speech, 1919	<ul style="list-style-type: none"> <li>Attacks the socialists as reactionary and conservative</li> <li>Announces the Fascists will fight against moral and technological backwardness</li> </ul>	<ul style="list-style-type: none"> <li>As a frontline WWI veteran himself, Mussolini makes an emotional appeal to nationalism. [POV]</li> <li>Speaking to an audience that probably included leftwing sympathizers, Mussolini uses Marxist language that attacks industrialists. [situation/audience]</li> </ul>
2. Corradini, magazine article, 1925	<ul style="list-style-type: none"> <li>Claims fascist movement is toppling liberalism and socialism</li> <li>Claims there is perfect unity between the Fascist Party and the state</li> </ul>	<ul style="list-style-type: none"> <li>The declaration is made only a few years after Mussolini has taken power when he is still trying to shake things up in Italy. [situation/purpose]</li> <li>As a high official in the party, Corradini is eager to justify the actions of the Fascist Party and glorify the changes the fascists are bringing to Italy. [POV]</li> </ul>
3. Newspaper cover illustration of treaty signing, 1929	<ul style="list-style-type: none"> <li>Shows Mussolini in a grand setting signing a major treaty with the papacy</li> <li>Shows a high church official cooperating with the head of the fascist government</li> </ul>	<ul style="list-style-type: none"> <li>The newspaper is aimed at a mixed audience of party members and non-party members, many of whom would welcome the fascists' improved ties to the papacy and the recognition of the importance of their religion. [audience]</li> <li>The newspaper cover is intended to convey a positive turning point in relations between the fascist state and a major force for conservatism in Italian society. [purpose]</li> </ul>
4. Persico article on fascist art, 1932	<ul style="list-style-type: none"> <li>Praises the fascist government's support for avant-garde art and architecture</li> <li>Claims that other countries support outdated art and architecture</li> </ul>	<ul style="list-style-type: none"> <li>Since he is writing to fellow-artists and architects, Persico praises fascism in terms of its artistic achievements. [audience]</li> <li>Although the fascists have been in power for ten years, Persico seeks to emphasize that they have not become conservative or backward-looking. [situation]</li> </ul>
5. Starace book on recreational clubs, 1933	<ul style="list-style-type: none"> <li>Describes some of the outdoor activities organized by the clubs</li> <li>Claims these activities improve the psychological outlook of working people</li> </ul>	<ul style="list-style-type: none"> <li>Starace employs Romantic language about the spiritual power of nature that was traditional and mainstream by the early twentieth century. [situation]</li> <li>As a party member, Starace wants to promote activities that create greater contentment with life under fascism. [purpose]</li> </ul>
6. Magazine article on Mother and Child Day, 1935	<ul style="list-style-type: none"> <li>Cites Mussolini on the central role of mothers and children</li> <li>Claims motherhood is key to national survival</li> </ul>	<ul style="list-style-type: none"> <li>By employing images of struggle and slavery, the article ties the role of mothers in Italy to the increasingly aggressive expansionist foreign policy of fascist Italy at the time. [situation]</li> <li>The article is aimed at women, who tended to preserve religious traditions in families, so it reminds them of the link between the new celebration and Catholic holidays. [audience]</li> </ul>
7. Pochino discussion of Fascist Women's uniform, 1938	<ul style="list-style-type: none"> <li>Describes the mixture of new and traditional symbolism in the women's uniform</li> <li>Claims the uniform expresses the traditional and forward-looking aspects of fascism</li> </ul>	<ul style="list-style-type: none"> <li>Writing at a time when Italian society was increasingly militarized under fascist rule, Pochino extols a uniform for women. [situation]</li> <li>As a woman leading an organization in a male-dominated society, Pochino is possibly seeking to outdo her male counterparts in expressing loyalty to fascist ideas and to Mussolini. [purpose]</li> </ul>



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 through sophisticated argumentation and/or effective use of evidence.
<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 about economic effects of overseas expansion in the period 1450 to 1700. The reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking specificity.</li> </ul>	<b>Responses that earn 2 points:</b> May demonstrate a complex understanding through sophisticated argumentation that is relevant to the prompt. This may be done in a variety of ways, such as: <ul style="list-style-type: none"> <li>Explaining multiple themes or perspectives to explore complexity or nuance; OR</li> <li>Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR</li> <li>Explaining both cause and effect, both similarity and difference, or both continuity and change; OR</li> <li>Explaining relevant and insightful connections within and across periods or geographical areas. These connections should clearly relate to an argument that responds to the prompt.</li> </ul> May demonstrate a complex understanding through effective use of evidence relevant to an argument that addresses the prompt. This may be done in a variety of ways that might include: <ul style="list-style-type: none"> <li>Explaining how multiple pieces of specific and relevant evidence [at least <b>four</b>] support a nuanced or complex argument that responds to the prompt; OR</li> <li>Using evidence effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt.</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>"Pirates threatened European economies."</i></li> <li><i>"Portugal colonized Brazil."</i></li> </ul>	<b>Using a historical reasoning process to frame or structure an argument could include:</b> <ul style="list-style-type: none"> <li>Structuring an argument thematically to highlight differences in a thematic category, such as trade and banking.</li> <li>Arranging an argument to recount developments over the course of the period showing change over time.</li> <li>Structuring an argument geographically to highlight the differences between the economic effects of the overseas expansion on different European states.</li> </ul>	<b>Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided:</b> <ul style="list-style-type: none"> <li>Considering multiple possible most significant effects while establishing one as clearly more significant than others explicitly discussed. [Using evidence effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt]</li> <li>Considering whether there is, in fact, a single most significant effect of overseas expansion on the European economy by acknowledging more than one effect. [Explaining multiple effects to explore complexity or nuance]</li> <li>Explaining how Europe's economic relationships with the United States and formerly colonized areas both changed and remained the same in the wake of war and decolonization. [Explaining both continuity and change]</li> </ul>

		<p><b>Example of acceptable use of historical reasoning:</b></p> <ul style="list-style-type: none"><li>• <i>“While Spain and Portugal directly sponsored overseas expansion, France was mostly involved in the trade through privateering.”</i> [Indicates difference among European states. This statement would need to be followed up with at least a minimal elaboration of this reasoning.]</li><li>• <i>“Spain was a dominant power in the earlier period of the overseas expansion in part because of its access to precious metals, but later lost its dominance to Britain.”</i> [Indicates change over time. This statement would need to be followed up with at least a minimal elaboration of this reasoning.]</li><li>• <i>“European powers became dominant worldwide thanks to overseas colonies, which allowed them to expand their global commercial networks and prompted them to develop innovative banking practices.”</i> [Indicates thematic categories and change over time. This statement would need to be followed up with at least a minimal elaboration of this reasoning.]</li></ul>	<ul style="list-style-type: none"><li>• Explaining reasons for the different regional levels of economic effects of the overseas expansion across various European states. [Explaining insightful connections across geographic areas]</li></ul>
	<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"><li>• To earn the first point for analysis and reasoning, the response must use historical reasoning to structure a response to the prompt, although the reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking in specificity.</li><li>• This complex understanding must be part of the argument and may be demonstrated in any part of the response.</li><li>• While it is not necessary for this complex understanding to be woven throughout the response, it must be more than merely a phrase or reference.</li></ul>		

Reporting Category	Scoring Criteria	
Row B Contextualization	<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.
[0-1 points]	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>Do not provide context relevant to the topic of the prompt</b></p> <ul style="list-style-type: none"> <li><i>“Land-based empires employed strong bureaucracy to centralize their states.”</i></li> </ul> <p><b>Provide a passing phrase or reference</b></p> <ul style="list-style-type: none"> <li><i>“Louis XIV challenged the nobility.”</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 effects of centralization of state power in the period 1650 to 1815.</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>The end of the Tudor Dynasty and the coming of the Stewarts</li> <li>Fragmentation of the Holy Roman Empire</li> <li>The rise of absolutism in Europe</li> <li>Alternatives to absolutist political systems, including constitutionalism</li> <li>Power struggles between monarchs and nobles</li> <li>Competition between minority and dominant national groups</li> <li>Competition between European states for territories and resources</li> <li>The impact of the Thirty Years’ War on relations between church and state</li> <li>The Peace of Westphalia in 1648 gave rise to the idea of a sovereign state</li> <li>The creation of a strong central state as a response to the French Wars of Religion</li> <li>The continued decline of the Catholic Church’s power</li> <li>The decline of the Ottoman Empire and competition for those lands</li> <li>The ability of rulers to set the religion of their territory</li> <li>Monarchs needed to centralize to levy taxes to pay for things like overseas expansion and expanded militaries</li> </ul> <p><b>Example of acceptable contextualization:</b></p> <ul style="list-style-type: none"> <li><i>“The Peace of Westphalia gave rise to the ideas of political sovereignty within each state.”</i></li> <li><i>“The French Wars of Religion led some political thinkers to believe that the king should have absolute power to prevent this from happening again.”</i></li> <li><i>“Many rulers in Europe created more powerful states in attempt to compete with other monarchs.”</i> [Minimally acceptable contextualization]</li> </ul>
	<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>The response must describe broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question that are relevant to the topic of the prompt.</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 Evidence</b>  <b>[0-2 points]</b>	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Provides specific examples of at least <b>two</b> pieces of evidence relevant to 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>two</b> pieces of specific and relevant evidence.
	Decision Rules and Scoring Notes		
<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 or region specified in the prompt.</li> <li>Repeat information that is specified in the prompt.</li> </ul> <b>Examples that do not earn points:</b> <b>Provide evidence that is outside the time period or region</b> <ul style="list-style-type: none"> <li><i>“Italian and German respective unifications created strong nation states.”</i></li> </ul>		<b>Responses that earn 1 point:</b> <ul style="list-style-type: none"> <li>Identify at least two specific historical examples relevant to the effects of centralization of state power in the period 1650 to 1815.</li> </ul> <b>Examples of evidence that are specific and relevant include the following [two examples required]:</b> <ul style="list-style-type: none"> <li>Theories of absolutism/divine right</li> <li>Absolutist monarchs, such as Louis XIV, Joseph II, Frederick II, and Catherine the Great</li> <li>Emperor Napoleon I</li> <li>Art and monumental architecture</li> <li>Enlightened absolutism</li> <li>The revamping of state collection of taxes and finances</li> <li>Limited participation of nobility in governance of the absolutist states</li> <li>The preservation of social and economic privileges for the nobility</li> <li>Resistance from the nobility, e.g., the Fronde in France</li> <li>The new concept of the sovereign state and eventually of the nation-state</li> <li>The development of the modernized, state-controlled military</li> <li>The English Civil War resulting in the development of a system opposing absolutism</li> <li>The Napoleonic Wars causing nationalistic sentiment in Europe</li> <li>The Congress of Vienna restoring monarchies in Europe</li> <li>The fragmentation of the Holy Roman Empire as an example of a state that failed to adopt centralization</li> <li>The partition of Poland due to the inability of the Polish monarchy to consolidate its authority over the nobility</li> </ul> <b>Example of a statement that earns one point for evidence:</b> <ul style="list-style-type: none"> <li><i>“After being confronted with the Fronde, Louis XIV established an absolutist rule in France.”</i></li> </ul>	<b>Responses that earn 2 points:</b> <ul style="list-style-type: none"> <li>Use at least two specific historical examples to support an argument regarding the effects of centralization of state power in the period 1650 to 1815.</li> </ul> <b>Examples that successfully support an argument with evidence:</b> <ul style="list-style-type: none"> <li><i>“He also revoked the Edict of Nantes with the Edict of Fontainebleau, ending religious toleration in France and forcing all French people to be Catholic, or to submit to his will. This imposition of religious uniformity restricted the freedom of French citizens, making them easier for Louis to control.”</i> [Uses evidence to support an argument about the effects of centralization of state power in the period 1650 to 1815]</li> <li><i>“Both Frederick II of Prussia and Catherine II of Russia were enlightened absolutists who modernized their armies and expanded the territories of their empires.”</i> [Uses evidence to support an argument about the effects of centralization of state power in the period 1650 to 1815]</li> <li><i>“The resistance of the nobility to the centralization of state power in the hands of the monarch led to various responses, including the rise of French autocracy, or, as in England, to the development of constitutionalism.”</i> [Uses evidence to support an argument about the effects of centralization of state power in the period 1650 to 1815]</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>• 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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