

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. In the period circa 1200–1750, religious traditions were used to establish and legitimize rulers and governments throughout Afro-Eurasia.
Develop an argument that evaluates the extent to which religion was the main source of political legitimacy for rulers in Afro-Eurasia during this period.
3. In the period circa 1750–1900, discontent with monarchist and imperial rule spread around many parts of the world and led to significant political changes.
Develop an argument that evaluates the extent to which discontent with monarchist or imperial rule was the main source of new political ideologies or systems of government during this period.
4. In the late twentieth century, globalization was driven by a variety of factors, including new technologies and economic and political change.
Develop an argument that evaluates the extent to which globalization was primarily driven by economic factors during this period.

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.

Question 3: Long Essay Question, Discontent and New Political Ideologies

6 points

General Scoring Notes

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the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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

In the period circa 1750–1900, discontent with monarchist and imperial rule spread around many parts of the world and led to significant political changes.

Develop an argument that evaluates the extent to which discontent with monarchist or imperial rule was the main source of new political ideologies or systems of government during this period.

Reporting Category	Scoring Criteria	
Row A Thesis/Claim [0-1 points]	0 points Does not meet the criteria for one point.	1 point Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.
Decision Rules and Scoring Notes		
<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> Are not historically defensible. Only restate or rephrase the prompt. Do not respond to the prompt. Do not establish a line of reasoning. Are overgeneralized. <p>Examples that do not earn this point:</p> <p>Provide a restatement of the prompt</p> <ul style="list-style-type: none"> <i>"New systems of government developed because people didn't like monarchist or imperial rule."</i> <p>Provide a historically defensible claim, but do not establish a line of reasoning</p> <ul style="list-style-type: none"> <i>"The French Revolution overthrew the king."</i> <p>Do not focus on the topic of the prompt</p> <ul style="list-style-type: none"> <i>"The expansion of land-based empires led to increased interregional economic activity."</i> <p>Provide a claim that is not historically defensible</p> <ul style="list-style-type: none"> <i>"Discontent with monarchies led Karl Marx to invent communism."</i> 		<p>Responses that earn this point:</p> <ul style="list-style-type: none"> Provide a historically defensible thesis or claim about the extent to which discontent with monarchist or imperial rule was the main source of new political ideologies or systems of government in the period 1750–1900. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument. <p>Examples that earn this point:</p> <p>Establish a line of reasoning that evaluates the topic of the prompt</p> <ul style="list-style-type: none"> <i>"The establishment of the revolutionary Republic in France inspired the anti-slavery ideology of the Haitian revolution."</i> <p>Establish a line of reasoning that evaluates the topic of the prompt with analytic categories</p> <ul style="list-style-type: none"> <i>"Creole inhabitants of the Spanish colonies in the Americas created an anti-imperial ideology that combined Enlightenment ideas, inspiration from the American and French Revolutions, local political grievances with the Spanish, and a desire to have greater economic independence from Spain."</i> <p>Establish a line of reasoning</p> <ul style="list-style-type: none"> <i>"Anger at the abuses by European political authorities and monarchs led to independence movements in Latin America."</i> [Minimally acceptable thesis/claim] <p>Scoring Note: "capitalism" or "laissez-faire capitalism" can be considered examples of political ideologies or systems of government for the purposes of this question if they are connected to a discussion about government control [or lack of government control] of the economy.</p>

Reporting Category	Scoring Criteria	
Row B Contextualization	0 points Does not meet the criteria for one point.	1 point Describes a broader historical context relevant to the prompt.
[0-1 points]		
<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> Provide an overgeneralized statement about the time period referenced in the prompt. Provide context that is not relevant to the prompt. Provide a passing phrase or reference. <p>Examples that do not earn this point:</p> <p>Do not provide context relevant to the topic of the prompt</p> <ul style="list-style-type: none"> <i>“Indian Ocean trade enabled the spread of new political ideas.”</i> <p>Provide an overgeneralized statement</p> <ul style="list-style-type: none"> <i>“Absolute monarchies were widely disliked.”</i> 		<p>Responses that earn this point:</p> <ul style="list-style-type: none"> Accurately describe a context relevant to monarchical or imperial rule, or new political ideas in the period 1750–1900. <p>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> Absolutism/Divine Right The Enlightenment Nationalism Constitutionalism and liberal reforms Reform or modernization movements in land-based empires Imperialism Mercantilism Industrialization and capitalism Marxism, Socialism, or Communism Voting rights movements, women’s suffrage <p>Example of acceptable contextualization:</p> <ul style="list-style-type: none"> <i>“Enlightenment and social contract philosophers formulated the idea of natural rights and government by the consent of the governed rather than by divine right.”</i> <i>“In many empires, various ethnic groups turned to nationalism.”</i> [Minimally acceptable contextualization] <p>Additional Notes:</p> <ul style="list-style-type: none"> The response must describe broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question that are relevant to the topic of the prompt. To earn this point, the context provided must be more than a phrase or reference.

Reporting Category	Scoring Criteria		
Row C Evidence [0-2 points]	0 points Does not meet the criteria for one point.	1 point Provides specific examples of at least two pieces of evidence relevant to the topic of the prompt.	2 points Supports an argument in response to the prompt using at least two pieces of specific and relevant evidence.
Decision Rules and Scoring Notes			
Responses that do not earn points: <ul style="list-style-type: none"> Identify a single piece of evidence. Provide evidence that is not relevant to the topic of the prompt. Provide evidence that is outside the time period or region specified in the prompt. Repeat information that is specified in the prompt. <p>Examples that do not earn points:</p> <p>Repeat information that is specified in the prompt</p> <ul style="list-style-type: none"> <i>"Discontent with imperial rule led to the creation of many new types of governments in this period."</i> <p>Provide evidence that is outside the time period</p> <ul style="list-style-type: none"> <i>"The Russian Revolution created the USSR based on communism."</i> 	Responses that earn 1 point: <ul style="list-style-type: none"> Identify at least two specific historical examples relevant to monarchy, imperial rule, or new political ideas in the period 1750–1900. <p>Examples of evidence that are specific and relevant include the following [two examples required]:</p> <ul style="list-style-type: none"> Revolutionary documents, such as <i>The Declaration of the Rights of Man and the Citizen</i>, <i>Letter from Jamaica</i>, <i>A Declaration of the Rights of Woman</i>, <i>The Declaration of Independence</i> Specific information about revolutionary movements or individuals, such as Toussaint Louverture, Simón Bolívar, Robespierre, the Terror Political thinkers or philosophers who formulated new ideas that gave rise to political ideologies, such as John Locke, Jean-Jacques Rousseau, Mary Wollstonecraft, Karl Marx The American, French, Latin American, or Haitian Revolutions Specific information about democratic and liberal forms of government, such as the revolutionary French Republic, the Dutch Republic, etc. Absolutist rulers, such as Louis XIV, Catherine the Great, Louis XVI, Frederick the Great Anticolonial revolts, such as the Sepoy Rebellion or the Boxer Rebellion European Revolutions of 1848 Karl Marx, communism, and socialism Specific information about nationalist and/or anticolonial movements, such as Balkan nationalism, Italian unification, Māori nationalism, Indian National Congress Meiji Restoration in Japan Feminism and women's suffrage movements 	Responses that earn 2 points: <ul style="list-style-type: none"> Use at least two specific historical examples to support an argument regarding the extent to which discontent with monarchial or imperial rule was the main source of new political ideologies or systems of government in the period 1750–1900. <p>Examples that successfully support an argument with evidence:</p> <ul style="list-style-type: none"> <i>"Discontent with monarchical rule inspired three Atlantic Revolutions—American, Haitian, and French—all of which used Enlightenment ideas about natural rights and civil liberties as the basis for creating new republican systems of government."</i> [Uses evidence to support an argument about how discontent with monarchies motivated revolutions that incorporated Enlightenment ideas] <i>"Discontent with imperial rule motivated anticolonial movements, including the 1857 Rebellion in India and the formation of the Indian National Congress in 1885."</i> [Uses evidence to support an argument about how anti-colonial movements and some states' reform efforts resulted from discontent with imperialism] 	

	<p>Example of a statement that earns one point for evidence:</p> <ul style="list-style-type: none">• <i>“Both the American and the French revolutions overthrew monarchies and established republics.”</i>	
<p>Additional Notes:</p> <ul style="list-style-type: none">• Typically, statements credited as evidence will be more specific than statements credited as contextualization.• If a response has a multipart argument, then it can meet the threshold of two pieces of evidence by giving one example for one part of the argument and another example for a different part of the argument, but the total number of examples must still be at least two.		

Reporting Category	Scoring Criteria		
Row D Analysis and Reasoning [0-2 points]	0 points Does not meet the criteria for one point.	1 point Uses historical reasoning [e.g., comparison, causation, continuity, and change] to frame or structure an argument that addresses the prompt.	2 points Demonstrates a complex understanding of the historical development that is the focus of the prompt through sophisticated argumentation and/or effective use of evidence.
Decision Rules and Scoring Notes			
	Responses that do not earn points: <ul style="list-style-type: none"> May include evidence but offer no reasoning to connect the evidence to an argument. May assert the use of historical reasoning but does not use it to frame or structure an argument. 	Responses that earn 1 point: <ul style="list-style-type: none"> Must demonstrate the use of historical reasoning to frame or structure an argument about the extent to which discontent with monarchist or imperial rule was the main source of new political ideologies or systems of government in the period 1750–1900. The reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking specificity. 	Responses that earn 2 points: May demonstrate a complex understanding through sophisticated argumentation that is relevant to the prompt. This may be done in a variety of ways, such as: <ul style="list-style-type: none"> Explaining multiple themes or perspectives to explore complexity or nuance; OR Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR Explaining both cause and effect, both similarity and difference, or both continuity and change; OR Explaining relevant and insightful connections within and across periods or geographical areas. These connections should clearly relate to an argument that responds to the prompt. May demonstrate a complex understanding through effective use of evidence relevant to an argument that addresses the prompt. This may be done in a variety of ways that might include: <ul style="list-style-type: none"> Explaining how multiple pieces of specific and relevant evidence [at least four] support a nuanced or complex argument that responds to the prompt; OR Using evidence effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt.
	Examples that do not earn points: May include evidence but offer no reasoning <ul style="list-style-type: none"> <i>"Conservative monarchies suppressed the revolutions of 1848."</i> 	Using a historical reasoning process to frame or structure an argument could include: <ul style="list-style-type: none"> Explaining how the American Revolution and the Latin American Revolutions were both inspired by discontent with imperial rule from Europe. Explaining how nationalism caused the creation of new ideas of shared belonging to communities that did not yet exist, such as in Italy, Germany, or the Balkan states, which led to demands for nation-states independent of control by land empires. 	Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided: <ul style="list-style-type: none"> Explaining that new political ideologies and forms of government were created both in opposition to monarchical rule, often because of Enlightenment ideas, and in favor of nationalism that provided a new way of understanding the identity of the society. [Explains multiple causes] Explaining how multiple pieces of specific and relevant evidence support a nuanced argument about the prompt. For example, explaining how the anti-monarchism of the French Revolution, including the formation of a democratic republic and the <i>Declaration of Rights of Man and Citizen</i>, inspired other Atlantic revolutions. In

	<p>Example of acceptable use of historical reasoning:</p> <ul style="list-style-type: none">“Both the French and United States revolutions fought against the rule of monarchs but differed in their effects. The French Revolution overthrew and killed the king to establish a republic. But the American revolution separated from the monarchy and created a separate republic.” [Indicates a development that establishes a connection between the French and American Revolutions using comparison and causation]	<p>Haiti, Toussaint Louverture led a revolution against French imperial rule, and across much of Latin America leaders like Simón Bolívar and José de San Martín led revolutions against Spanish imperial rule to establish independent states. [Explains how at least four pieces of evidence support a nuanced or complex argument]</p> <ul style="list-style-type: none">Explaining that the French Revolution and American Revolution were both inspired by anti-monarchical sentiment, but that the two revolutions differed in the degree of change they enacted because the French Revolution attempted to radically change French society and the American Revolution did not significantly change class relations or end slavery. [Explains both similarities and differences]Explaining that while discontent with monarchism motivated the creation of new ideologies including liberalism and democracy, other new political ideologies such as socialism and communism were created because of discontent with economic systems such as industrial capitalism. [Uses evidence to demonstrate a sophisticated understanding of different perspectives]
<p>Additional Notes:</p> <ul style="list-style-type: none">To earn the first point for analysis and reasoning, the response must use historical reasoning to structure a response to the prompt, although the reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking in specificity.This complex understanding must be part of the argument and may be demonstrated in any part of the response.While it is not necessary for this complex understanding to be woven throughout the response, it must be more than merely a phrase or reference.		