

**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 political or social change during the Reformation period (1517–1650).
3. Evaluate the most significant change in Europe’s economic relationship with the rest of the world during the 1800s.
4. Evaluate the most significant change in the sources of political instability in Europe during the 1900s.

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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 2: Long Essay Question, Reformation Change

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the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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 political or social change during the Reformation period (1517–1650).

	<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>		
<b>Reporting Category</b>	<b>Scoring Criteria</b>		
Row D Analysis and Reasoning  (0-2 points)	<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 do not use it to frame or structure an argument.</li> </ul>	<b>Responses that earn 1 point:</b> Must demonstrate the use of historical reasoning to frame or structure an argument for the most significant political or social continuity in the Reformation, although the reasoning may be uneven, limited, or imbalanced.	<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>	

<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>"The Jesuit order was established to counter the Protestants and spread Catholicism abroad."</i></li> <li>• <i>"Henri IV was willing to revert to Catholicism to bring an end to the French civil wars."</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 continuity and change over time reasoning to explain the most significant political or social change in the Reformation</li> <li>• Structuring an argument thematically to highlight changes in different geographical areas of Europe, such as the lack of Protestant success in southern Europe compared to northern Europe.</li> <li>• Arranging an argument to recount developments over the course of the period showing change over time across Europe.</li> </ul> <p><b>Example of acceptable use of historical reasoning:</b></p> <ul style="list-style-type: none"> <li>• <i>"Eventually, Europeans were permitted to practice their faith privately which is a major social change from before the reformation when Europeans were mandated to go to Church, support a certain religion, and obey the religious ideals of their absolutist leader."</i> (Structure of response demonstrates change over time)</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>• Explaining differences in the changes in the Reformation era in different areas of Europe. (Provides insightful connections within and across periods)</li> <li>• Explaining the interactions between continuities and changes during the Reformation era. (Explains nuance, multiple variables.)</li> <li>• Evaluating whether the continuities in the Reformation were more significant than the changes. (Qualifies or modifies an argument)</li> <li>• Considering both political and social changes during the Reformation. (Confirms the validity of an argument by corroborating multiple perspectives across themes)</li> </ul>
<p><b>Additional Notes:</b> This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.</p>		

	<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>		
<b>Reporting Category</b>	<b>Scoring Criteria</b>		
Row D Analysis and Reasoning  (0-2 points)	<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 do not use it to frame or structure an argument.</li> </ul>	<b>Responses that earn 1 point:</b> Must demonstrate the use of historical reasoning to frame or structure an argument about the most significant change in nineteenth-century Europe's economic relationship with the rest of the world.	<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>	

<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>The Congress of Berlin was organized by Bismarck.</i>”</li> <li>• “<i>Indian soldiers rebelled against the British in 1857.</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 continuity and change over time reasoning to explain the most significant economic change in nineteenth-century Europe’s economic relationship with the rest of the world</li> <li>• Structuring an argument thematically to highlight changes in different geographical areas of the world, such as the push of Europeans from trading ports into the interior of Asia.</li> <li>• Arranging an argument to recount developments over the course of the period showing a long-term change.</li> </ul> <p><b>Examples of acceptable use of historical reasoning:</b></p> <ul style="list-style-type: none"> <li>• “<i>The need for markets for industrial goods was a key change of the nineteenth century, which led to the creation of formal settler colonies.</i>” (Uses CCOT reasoning to highlight an economic change in the 1800s. This statement would need to be followed with at least a minimal elaboration of this reasoning.)</li> <li>• “<i>Europeans went from trading posts on the coast to opening the interior of Africa over the course of the century, in the quest for new resources.</i>” (Uses CCOT reasoning to highlight a change in Europe’s relationship with Africa. 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>• Explaining differences in the changes in Europe’s economic relations with different parts of the world. (Provides insightful connections within and across geographical spaces)</li> <li>• Explaining the interactions between continuities and changes during the nineteenth century, such as changes in the types of raw materials being sought. (Explains nuance, multiple variables.)</li> <li>• Evaluating whether the continuities in the nineteenth century were more significant than the changes. (Qualifies or modifies an argument)</li> <li>• Considering political and social changes during the nineteenth century, and how they relate to economic changes. (Confirms the validity of an argument by corroborating multiple perspectives across themes)</li> </ul>
<p><b>Additional Notes:</b> This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.</p>		

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 changes in the effects of political instability was the creation of international organizations such as the UN."</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 change in the sources of European political instability in the twentieth century was Europe's lack of economic growth."</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>"The twentieth century was a period of intense international conflict, including two world wars."</i></li> </ul> <p><b>Restate the prompt or are overgeneralized</b></p> <ul style="list-style-type: none"> <li><i>"Politics in the 20<sup>th</sup> Century showed significant change, as many things changed while there were also significant continuities."</i></li> <li><i>"The changes in Europe's politics are more significant than the continuities."</i></li> </ul> <p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs).</li> <li>The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period.</li> </ul>		
<b>Responses that earn this point:</b> Provide a historically defensible thesis or claim about the most significant change in the sources of political instability in twentieth-century Europe. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.		