

**1.** Evaluate whether or not the French government upheld the ideals of the Revolution during the period 1789 to 1794.

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.

**Document 1**

Source: Declaration of the Rights of Man and of the Citizen, ratified by the National Assembly of France, August 1789

“The National Assembly recognizes and proclaims, in the presence and under the auspices of the Supreme Being, the following rights of man and of the citizen:

1. Men are born and remain free and equal in rights. Social distinctions may be founded only upon the general good.
2. The aim of all political association is the preservation of the natural...rights of man. These rights are liberty, property, security, and resistance to oppression.
9. All persons are held innocent until they shall have been declared guilty. If arrest shall be deemed indispensable, all harshness not essential to the securing of the prisoner's person shall be severely repressed by law.
10. No one shall be harassed on account of his opinions, including his religious views.
11. The free communication of ideas and opinions is one of the most precious of the rights of man. Every citizen may, accordingly, speak, write, and print with freedom, but shall be responsible for such abuses of this freedom as shall be defined by law.”

### Document 2

Source: Olympe de Gouges, female political activist, *Declaration of the Rights of Woman and the Female Citizen*, September 1791

“Woman, wake up! The call of reason is being heard throughout the whole universe. Discover your rights. The powerful empire of nature is no longer surrounded by prejudice, fanaticism, superstition, and lies. The flame of truth has dispersed all the clouds of folly and violation.

Having become free, man has become unjust to you, his companion. Oh, women, women! When will you cease to be blind? What advantage have you received from the Revolution? A more pronounced scorn, a more marked disdain.

[I urge you to] deploy all the energy of your character, and you will soon see these overbearing men, not groveling at your feet as servile adorers, but proud to share with you the treasures of the Supreme Being. Regardless of what barriers confront you, it is in your power to free yourselves. You have only to want to.”

### Document 3

Source: The French Constitution, ratified by the National Assembly, September 1791

“The constitution guarantees as natural and civil rights:

1. that all citizens are admissible to offices and employments without any other distinction than that of virtues and talents;
2. that all taxes shall be borne equally by all citizens in proportion to their resources;
3. that like crimes shall be punished by like penalties without any distinction of persons.

The constitution guarantees likewise as natural and civil rights freedom to every man to come and go or remain without being arrested or detained except in accordance with the forms determined by the constitution.

[The constitution guarantees every man the right] to practice the religious faith which he accepts, freedom to citizens to assemble peaceably and without arms in accordance with police regulations.

Furthermore, the legislature may not make any law which interferes with or hinders the exercise of the natural and civil rights guaranteed by the present constitution.”

### Document 4

Source: Berr Isaac Berr, Jewish-French merchant, "Letter of a Citizen to His Fellow Jews," October 1791

"Gentlemen and dear brethren,

At length the day has come when the veil, by which we were kept in a state of humiliation, is lifted; at length we recover those rights which have been taken from us more than eighteen centuries ago. How much are we at this moment indebted to the mercy of the God of our forefathers! We are now, thanks to the Supreme Being and to the sovereignty of the nation, not only Men and Citizens, but we are Frenchmen!

The name of active citizen, which we have just obtained, is, without a doubt, the most precious title a man can possess in a free state. This title alone is not sufficient; we should possess also the necessary qualifications to fulfill the duties attached to it.... In these things we must absolutely appear simply as individuals, as Frenchmen, guided only by a true patriotism and by the general good of the nation. We must know how to risk our lives and fortunes for the defense of the country, to make ourselves useful to our fellow citizens, and to deserve their esteem and their friendship."

### Document 5

Source: Pierre Vergniaud, one of the leaders of the Girondins, a faction opposed to the Jacobins, speech to the French legislature, March 1793

"We go from crimes to pardons, from pardons to crimes. Numbers of citizens have begun to mistake treasonous insurrections for the great revolution of liberty.

We have witnessed the development of that strange system of liberty, in which we are told: 'You are free; but think with us, or we will denounce you to the vengeance of the people. You are free, but bow down your head to the idol we worship, or we will denounce you to the vengeance of the people. You are free, but join us in persecuting the men whose integrity and intelligence we fear, or we will denounce you to the vengeance of the people.' Citizens, we have reason to fear that the revolution will devour all its children and only [give rise to] despotism and the calamities which accompany it."

### Document 6

Source: Charlotte Corday, political activist, manifesto written before her assassination of the Jacobin leader Jean-Paul Marat, Paris, July 1793

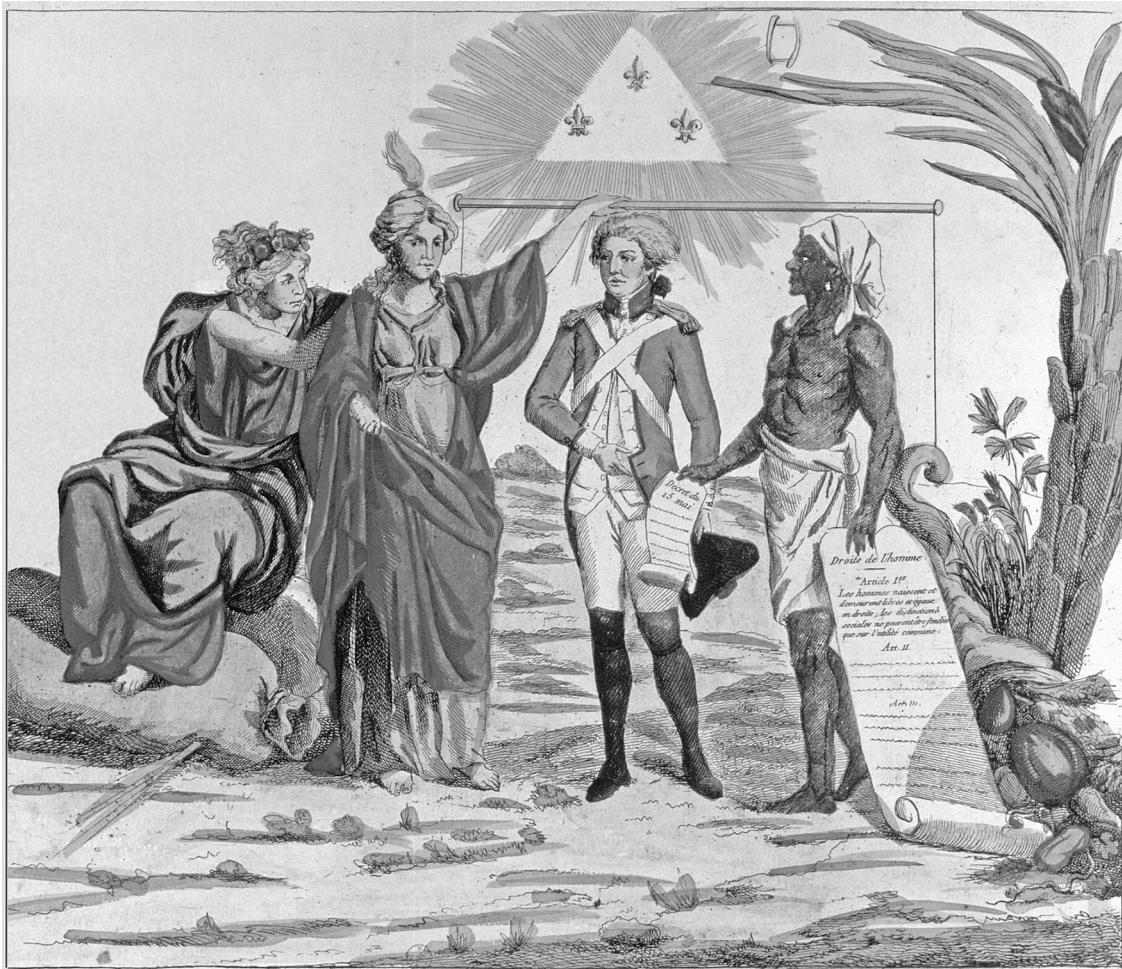
"Address to the French, the friends of law and of peace: How long, oh miserable Frenchmen, will you be pleased with disorder and divisions. Long enough and too long have some factious men, some wicked men placed the interest of their ambition in the place of the general good. Why, victims of their fury, do you destroy yourselves to establish their desire of tyranny over the ruins of France?

The factions explode on all sides; the Jacobins triumph by crime and oppression. Monsters drenched with our blood conduct their detestable conspiracies.

Already the angry inhabitants outside the capital march on Paris. Already the fire of discord and civil war inflames half of this vast state. There is still a means of extinguishing it, but the means must be prompt. The vilest of the wicked, Marat, whose name alone presents the image of all crime, when he falls under the avenging steel [of my blade], will shake the Jacobins and make Danton grow pale. Robespierre and those other brigands seated upon the bloody throne will be enveloped in the lightning of the avenging gods of humanity."

### Document 7

Source: Anonymous French artist, "All Mortals are Equal; it is not Birth but Virtue that Makes the Difference," print created in response to the abolition of slavery in French colonies, 1794



Bibliotheque Nationale, Paris, France/Bridgeman Images

*The female figure in the center represents Reason. The figure to the left represents Nature. The African man to the right is holding a copy of the Declaration of the Rights of Man and the Citizen.*

**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.

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**2.** Evaluate the most significant difference between the Protestant Reformation in England and the Protestant Reformation in France.

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**3.** Evaluate the most significant difference between approaches to the arts in the period from 1750 to 1850 and approaches to the arts in the period from 1850 to 1950.

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**4.** Evaluate the most significant difference between the Nazi regime in Germany and the communist regime in the Soviet Union.

**STOP**  
**END OF EXAM**

## Question 1: Document-Based Question, French Revolutionary Government

7 points

### General Scoring Notes

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

Evaluate whether or not the French government upheld the ideals of the Revolution during the period 1789 to 1794.

Reporting Category	Scoring Criteria		
Row C Evidence from Documents  (0–2 points)	<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.
	<b>Decision Rules and Scoring Notes</b>		
	<p><b>Responses that do not earn points:</b></p> <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> <p><b>Responses that earn 1 point:</b></p> <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 or not the French government upheld the principles of the Revolution during the period 1789 to 1794.</li> </ul> <p><b>Examples of describing the content of a document:</b></p> <p><b>Describe evidence from the documents relevant to the topic but do not use that evidence to support an argument</b></p> <ul style="list-style-type: none"> <li>• [Document 1]: “<i>The Declaration lays out the principles of the revolutionaries at the beginning of the revolt.</i>”</li> <li>• [Document 4]: “<i>Berr celebrates that Jewish citizens gained rights in France.</i>”</li> </ul>	<p><b>Responses that earn 2 points:</b></p> <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> <p><b>Examples of supporting an argument using the content of a document:</b></p> <ul style="list-style-type: none"> <li>• [Document 5]: “<i>Vergniaud’s vicious condemnation of a rival faction demonstrates the problems faced by the government in upholding its original ideas.</i>” [Uses evidence from the document to support an argument about how the revolutionary government fell short of its original ideals]</li> <li>• [Document 3]: “<i>The 1789 Constitution aligns very closely with the original Enlightenment principles of the revolutionaries.</i>” [Uses evidence from the document to support an argument about ways in which the French government fulfilled its original ideals]</li> </ul>	
<p><b>Additional Notes:</b></p> <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>			

<b>Row C Evidence Beyond Documents</b>  <b>(0–1 points)</b>	<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.
	<b>Decision Rules and Scoring Notes</b>	
	<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>Provide evidence that is not relevant to an argument about the prompt.</li> <li>Provide evidence that is outside the time period or region specified in the prompt.</li> <li>Repeat information that is specified in the prompt or in any of the documents.</li> <li>Provide a passing phrase or reference.</li> </ul>	<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>Must use at least one specific piece of historical evidence relevant to whether or not the French government upheld the principles of the Revolution during the period 1789 to 1794.</li> </ul> <p><b>Examples of specific and relevant evidence beyond the documents that earn this point include the following, if appropriate elaboration is provided:</b></p> <ul style="list-style-type: none"> <li>The ideas of various Enlightenment thinkers</li> <li>Abolition of clerical and noble privileges</li> <li>Creation of the National Assembly</li> <li>Changes from the liberal to the radical phase of the Revolution</li> <li>The Reign of Terror</li> <li>The Committee of Public Safety</li> <li>Factions within the revolutionary government: Jacobins, Girondins, the Mountain</li> <li>Anti-Revolutionary uprisings [e.g., the <i>Vendée</i>] and the revolutionary government's response</li> <li>The actions of various revolutionary leaders [e.g., Lafayette, Robespierre, Danton]</li> <li>The suppression of women's political clubs</li> <li>Various events of the Revolution [e.g., the Tennis Court Oath, storming of the Bastille, executions of Louis XVI and Marie-Antoinette]</li> <li>The Civil Oath of the Clergy and backlash from Catholics upset by radical de-Christianization policies</li> <li>Louis XVI and Marie-Antoinette's attempted flight to Austria</li> <li>Austria and Prussia declaring war on France [later joined by Britain, the Netherlands, and Spain]</li> <li>The slave revolt in Saint-Domingue/The Haitian Revolution</li> </ul> <p><b>Examples of evidence beyond the documents relevant to an argument about the prompt:</b></p> <ul style="list-style-type: none"> <li><i>"The early actions of the revolutionaries, such as the establishment of a popular legislature and the abolition of social privileges showed that the new government was serious about changing society for the better."</i> [Provides a piece of evidence not in the documents relevant to an argument about the prompt]</li> <li><i>"Mass executions under the Jacobins during the Reign of Terror marked a retreat from the ideals of brotherhood and liberty that had started the revolution."</i> [Provides a piece of evidence not in the documents relevant to an argument about the prompt]</li> </ul>

**Additional Notes:**

- Typically, statements credited as evidence will be more specific than statements credited as contextualization.
- To earn this point, the evidence provided must be different from the evidence used to earn the point for contextualization.
- To earn this point, the evidence provided must be more than a phrase or reference.
- The point for evidence beyond the documents may be awarded for evidence that appears in any part of the response.

Reporting Category	Scoring Criteria	
Row D Analysis and Reasoning Sourcing  (0–1 points)	<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>"Olympe de Gouges supported the expansion of women's rights because she was a woman."</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>"Document 3, the 1791 Constitution, outlines principles of legal equality and fairness."</i></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 2]: <i>"As a woman who had welcomed the outbreak of the Revolution, De Gouges feels betrayed by the failure of male revolutionaries to apply their principles to gender equality."</i> [Connects the point of view of the document relevant to an argument about the ideals of the French Revolution.]</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 7]: <i>"The creator of the print was seeking to re-assure people that the abolition of slavery by the revolutionary government was in accordance with its principles of universal rights and equality."</i> [Connects the purpose of the document relevant to an argument about the ideals of the French Revolution]</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 6]: <i>"Corday wrote her manifesto at a time when the excesses of the Jacobin regime had provoked a counter-revolution that threatened to undo all the progress that had been made."</i> [Connects the historical situation of the document relevant to an argument about the ideals of the French Revolution]</li> </ul> <p><b>Example of acceptable explanation of the relevance of the audience:</b></p> <ul style="list-style-type: none"> <li>[Document 1]: <i>"The audience for the Declaration was supporters of the revolution who sought assurances that the new government supported Enlightenment principles."</i> [Connects the audience of the document relevant to an argument about the ideals of the French Revolution]</li> </ul>	

<b>Row D Analysis and Reasoning Complex Understanding (0–1 points)</b>	<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.
	<b>Decision Rules and Scoring Notes</b>	
	<p><b>Responses that earn this point:</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:</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>• Explains how the pressures of politics and resistance by many groups forced successive ruling groups into more coercive measures to protect revolutionary principles. [Explains continuity and change]</li> <li>• Presents evidence for alternative views of the regime's fidelity or abandonment of revolutionary ideals before making a final determination [Explaining multiple themes or perspectives to explore complexity or nuance]</li> <li>• Makes an extended nuanced comparison between the French Revolution and another revolution [e.g., the American Revolution, with respect to their adherence to original principles.] [Explaining relevant and insightful connections within and across periods]</li> <li>• Explains the effects of the spread of revolutionary ideals across Europe during the Napoleonic Wars. [Explaining relevant and insightful connections across periods and geographical areas]</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. Declaration of the Rights of Man and of the Citizen, 1789	<ul style="list-style-type: none"> <li>States that all men are equal and have natural rights</li> <li>States that the purpose of government is to preserve these rights</li> <li>Declares the end of hereditary social distinctions of the Old Regime</li> <li>Declares the importance of free expression of opinions, but preserves the possibility that “abuse of free expression” may be punished by law</li> </ul>	<ul style="list-style-type: none"> <li>The Declaration is intended to clearly convey the core principles of the new government—individual rights and popular sovereignty. [purpose]</li> <li>The Declaration was a “broadcast” to all French and other Europeans who favored enlightened principles of government. [audience]</li> </ul>
2. De Gouges, <i>Declaration of the Rights of Woman</i> , 1791	<ul style="list-style-type: none"> <li>Calls for women to join the struggle for their rights</li> <li>Claims that men have failed to liberate women, despite winning their own freedom</li> <li>Asserts that men will admire women if they stand up for their rights</li> </ul>	<ul style="list-style-type: none"> <li>De Gouges is writing at a period of intense debate over the scope and nature of rights that the new government should offer, and she is anxious that women not be left out. [historical situation]</li> <li>As a female supporter of the revolution, de Gouges is concerned that male supporters of the revolution seem unwilling to extend equality and legal recognition to women. [POV]</li> </ul>
3. French Constitution, 1791	<ul style="list-style-type: none"> <li>Allows all citizens to hold any offices</li> <li>Declares equality of taxation and legal punishments</li> <li>Declares the right of free expression and assembly</li> <li>Denies the ability of the government to restrict these rights</li> </ul>	<ul style="list-style-type: none"> <li>As a legally binding document, the constitution attempts to spell out as clearly as possible the rights that the government will guarantee. [purpose]</li> <li>The constitution’s stress on the value of free expression is a reaction to years of government censorship under the absolute monarchy before 1789. [historical situation]</li> </ul>
4. Berr Isaac Berr, “Letter to fellow Jews,” 1791	<ul style="list-style-type: none"> <li>Calls for all Jewish people to celebrate that they have obtained equal rights and are now considered Frenchmen</li> <li>Advises them to act as individuals and Frenchmen in support of the good of the country</li> </ul>	<ul style="list-style-type: none"> <li>Berr is writing during an optimistic period of the revolution when formerly marginalized groups are gaining new rights in accordance with Enlightenment principles of tolerance. [historical situation]</li> <li>As a member of a group that had suffered significant discrimination and persecution, Berr is anxious to advise his co-religionists to avoid any actions that could draw the same reactions again. [POV]</li> </ul>
5. Vergniaud, speech to the National Assembly, 1793	<ul style="list-style-type: none"> <li>Claims people no longer understand the difference between treason and the “great revolution of liberty.”</li> </ul>	<ul style="list-style-type: none"> <li>As a member of a rival faction to the dominant Jacobin faction, Vergniaud, paints them in the darkest terms as enemies of the true principle of liberty. [POV]</li> </ul>

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	<ul style="list-style-type: none"> <li>Attacks Jacobins for trying to enforce conformity and using fear of the mob</li> <li>Raises the possibility that the revolution will destroy itself</li> </ul>	<ul style="list-style-type: none"> <li>Speaking at a time when the Committee of Public Safety was executing the Jacobins' political rivals, Vergniaud highlights what he considers the betrayal of revolutionary principles. [historical situation]</li> </ul>
6. Corday, manifesto, 1793	<ul style="list-style-type: none"> <li>Laments the divisions and factionalism within the French government</li> <li>Reminds her readers of the counter-revolutionary uprisings and foreign invasions that threaten Paris</li> <li>Declares that Marat's death is necessary to weaken the Jacobin's hold on power</li> </ul>	<ul style="list-style-type: none"> <li>As an enemy to the Jacobins, Corday seeks to portray them as betrayers of the revolution. [POV/purpose]</li> <li>Writing just before she is about to commit an act of political violence that will probably result in her own death, Corday wants to emphasize her own credentials as a true believer in the revolution. [purpose/historical situation]</li> </ul>
7. Print commemorating the abolition of slavery, 1794	<ul style="list-style-type: none"> <li>Asserts that freed slaves are equal to other Frenchmen</li> <li>Implies that freedom is in accordance with reason and nature</li> </ul>	<ul style="list-style-type: none"> <li>In a period of factional fighting among revolutionaries and attempts to overturn the republican government, the print is celebrating the government's fulfillment of an important revolutionary value—liberty. [historical situation]</li> <li>The artist's choice of symbolism is intended to remind viewers of the fundamental values of the revolution. [purpose]</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.
<b>Decision Rules and Scoring Notes</b>		
	<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>Provide 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>"The cultural change known as the Renaissance was spreading to England and France at this time."</i></li> </ul> <p><b>Passing phrase or reference</b></p> <ul style="list-style-type: none"> <li><i>"Many individuals were seeking to reform religious life in the 1500s."</i></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>	<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>Accurately describe a context relevant to the Reformation in England and France.</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>Protestant reformers and their critiques of the Roman Catholic Church [e.g., Luther, Calvin]</li> <li>New monarchies and centralization of power</li> <li>New monarchical dynasties and conflicts [e.g., Tudor, Valois, Bourbon]</li> <li>The impact of the printing press</li> <li>Economic expansion of trade including trade from the overseas colonies</li> <li>Dynastic struggles in England [Wars of the Roses] and France [Valois-Bourbon struggle]</li> <li>Christian humanism and its critiques of the Roman Catholic Church</li> <li>The role of the papacy in pre-Reformation politics of France and England</li> <li>The Hundred Years' War</li> </ul> <p><b>Example of acceptable contextualization:</b></p> <ul style="list-style-type: none"> <li><i>"In the early 1500s, both England and France were ruled by monarchs striving to increase their power and centralize their states."</i></li> <li><i>"Protestant reformers first attacked the Catholic Church for its corruption and failure to live up to its own values."</i> [Minimally acceptable contextualization]</li> </ul>

**Additional Notes:**

- 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)	<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.
<b>Decision Rules and Scoring Notes</b>			
<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 not relevant to the topic of the prompt</b> <ul style="list-style-type: none"> <li><i>"The United States remained neutral through the early part of the Second World War."</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 regimes of Nazi Germany and the Soviet Union.</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>Totalitarian policies</li> <li>Soviet control of industry and the economy</li> <li>Nazi antisemitism and the Holocaust</li> <li>The Holodomor [Ukrainian famine]</li> <li>Anti-kulak policies</li> <li>Racial hierarchy under Nazism and the "New Order"</li> <li>Soviet championing of the workers and the proletarian class</li> <li>Nazism's aggressive foreign policy ["living space," the return of German minorities to German rule]</li> <li>The Soviet Union's aggressive foreign policy [dividing Poland, the invasion of Finland, the Baltic states]</li> <li>The Nazi invasion of Soviet Union [Operation Barbarossa]</li> <li>Soviet internationalism</li> <li>Length of the Nazi regime in Germany vs. Soviet regime in the USSR</li> <li>Soviet repression and the Gulag</li> <li>Nazi Gestapo and secret police</li> <li>Soviet military purges</li> <li>Comintern and Anti-Comintern</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 most significant difference between the Nazi regime in Germany and the communist regime in the Soviet Union.</li> </ul> <b>Examples that successfully support an argument with evidence:</b> <ul style="list-style-type: none"> <li><i>"The central importance of racism to the Nazi regime can be seen in the attempt to kill the European Jewish population and other minorities that were thought of as undesirable or dangerous."</i> [Uses evidence to support an argument about the centrality of racial ideology for Nazism in comparison to the Soviet Union]</li> <li><i>"Communism, which was the root of the Soviet ideology was internationalist by design addressing all workers of the world while Nazism, by its design, was intended to promote the interests only of the Germans."</i> [Uses evidence to support an argument about the potential universality of communism as ideology vs exclusivity of German Nazism]</li> <li><i>"While communist terror mostly focused on internal enemies of the state, the majority of victims of German Nazism were from other countries occupied by Germany."</i> [Uses evidence to support an argument about the different nature and methods of terror in both regimes]</li> </ul>	

- Nuremberg Laws and Kristallnacht
- New Economic Policy (NEP)
- Imperial conquest and economic exploitation

**Example of a statement that earns one point for evidence:**

- *"Hitler aggressively sought to expand Germany from its post-Versailles boundaries, annexing areas with German populations and finally attacking non-German states. In the same period, the Soviet Union also expanded but claimed it was a defensive measure against capitalist countries."*

**Additional Notes:**

- 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)	<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 the most significant difference between the Nazi regime in Germany and the communist regime in the Soviet Union. 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>"Nazis had Hitler and the Soviet Union had Lenin and Stalin."</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>Using comparative reasoning to explain differing features of cults of personality in the Nazi and Soviet regimes.</li> <li>Structuring an argument thematically to highlight differences in a thematic category, such as imperial expansion, ideology, and longevity of the regimes.</li> </ul> <b>Example of acceptable use of historical reasoning:</b> <ul style="list-style-type: none"> <li><i>"Communists believed in the abolition of private property, while the Nazi Party regulated but ultimately supported private ownership and</i></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>Explaining differences between the development of the two ideologies based on detailed discussion of the political structures of Germany and Russia prior to the Nazi and Bolshevik takeovers. [Demonstrating sophisticated understanding]</li> <li>Explaining connections within and across periods, including the rise of the Nazi and communist regimes, the period of the war, and the collapse of two regimes at different times. [Explaining relevant and insightful connections within and across periods]</li> <li>Considering multiple differences, such as racial ideology, economic policy, leadership structure, popular support, etc. before arguing one was the most significant. [Explains multiple similarities or differences]</li> </ul>	