

**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.

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, using evidence to corroborate, qualify, or modify an argument that addresses the question.
	Decision Rules and Scoring Notes	
		<p><b>Responses that earn this point:</b>  May demonstrate a complex understanding in a variety of ways, such as:</p> <ul style="list-style-type: none"> <li>Explaining 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>Demonstrating complex understanding might include any of the following if appropriate elaboration is provided:</b></p> <ul style="list-style-type: none"> <li>Analyzing multiple variables, for example discussing how the responses to the Enlightenment by visual artists, poets and philosophers in the Romantic period differed. (Explains nuance)</li> <li>Explaining how the Romantic movement was a response to multiple developments, for example the Enlightenment and industrialization. (Explains multiple causes)</li> <li>Explaining insightful connections across periods, for instance by constructing an argument that accounts for shifts within the Romantic movement from a universalist movement (like the Enlightenment) to more particularistic expressions of localism and nationalism. (Explains relevant and insightful connections)</li> <li>Qualifying the argument, for instance by exploring ways in which Romantic artists and thinkers both distanced themselves from strict Enlightenment rationalism while also still sharing the Enlightenment’s interest in scientific progress. (Corroborates, qualifies, or modifies an argument by considering diverse or alternative views or evidence)</li> </ul>
	<b>Additional Notes:</b> This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.	

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> Provide a historically defensible thesis or claim about the most significant political or social change in the Reformation. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.
	<b>Examples that do not earn this point:</b>  <b>Do not focus on the topic of the prompt</b> <ul style="list-style-type: none"> <li><i>“The most significant change in the Reformation era was the expansion of trade with Asia and the Americas.”</i></li> </ul> <b>Do not provide a historically defensible claim</b> <ul style="list-style-type: none"> <li><i>“The most significant change in the Reformation was the belief in the supreme authority of the Pope in political matters.”</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>“The Reformation marked a major change in the political and social structure of European society.”</i></li> </ul> <b>Restate the prompt or are overgeneralized</b> <ul style="list-style-type: none"> <li><i>“The Reformation was a time of significant continuity, as much remained the same in spite of significant change.”</i></li> <li><i>“The continuities in the Reformation are more significant than the changes.”</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>“The most significant political change in the Reformation was that rulers attempted to use Protestantism as a means of gaining or keeping political power.”</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>“The most significant social and political change in the Reformation was the challenging of traditional hierarchies, as peasants and other marginalized people used Protestant challenges to papal authority as a reason to challenge political and social authority.”</i></li> </ul> <b>Establish a line of reasoning</b> <ul style="list-style-type: none"> <li><i>“The most significant change in the Reformation was the pope’s loss of political authority.”</i> (Minimally acceptable thesis/claim)</li> </ul>
	<b>Additional Notes:</b> <ul style="list-style-type: none"> <li>The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs).</li> <li>The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period.</li> </ul>	

Reporting Category	Scoring Criteria	
Row B Contextualization  (0-1 points)	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Describes a broader historical context relevant to the prompt.
	<b>Decision Rules and Scoring Notes</b>	
	<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>Examples that do not earn this point:</b> <b>Provide an overly generalized attempt at contextualization</b> <ul style="list-style-type: none"><li><i>“There were numerous reasons for religious discontent at the start of the 1500s.”</i></li><li><i>“Heretics were treated harshly by the Catholic Church.”</i></li></ul> <b>Provide a passing phrase or reference</b> <ul style="list-style-type: none"><li><i>“Church officials were corrupt.”</i></li></ul>	<b>Responses that earn this point:</b> Accurately describe a context relevant to the most significant political or social change in the Reformation.  <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>Growing literacy and availability of printed materials</li><li>The rise of new monarchies / centralizing states</li><li>The growth of humanism during the Renaissance</li><li>Spread of Christian humanism</li><li>Specific examples of corruption in the Catholic Church (indulgences/simony/etc.)</li><li>Prior religious wars (Crusades/Ottoman wars/etc.)</li><li>Prior movements that challenged church authority (Jan Hus/Lollards/etc.)</li></ul> <b>Examples of acceptable contextualization:</b> <ul style="list-style-type: none"><li><i>“Prior to the Reformation, the development of the printing press allowed for cheaper prints of religious materials, such as translated Bibles, to make their way into the hands of more Europeans.”</i></li><li><i>“The Christian humanists, such as Erasmus, offered critiques of Catholic Church practices that in many ways helped pave the way for Martin Luther and his 95 theses.”</i></li><li><i>“Prior to the Reformation, Catholic Church practices had come to be seen as increasingly corrupt.” (Minimally acceptable contextualization)</i></li></ul>
	<b>Additional Notes:</b> <ul style="list-style-type: none"><li>The response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question.</li><li>To earn this point, the context provided must be more than a phrase or reference.</li></ul>	

**Additional Notes:**

- The response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question.
- To earn this point, the context provided must be more than a phrase or reference.

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 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 specific and relevant examples of 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 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</b> <ul style="list-style-type: none"> <li><i>“The French Revolution attempted to abolish Christianity altogether during the radical Jacobin phase.”</i></li> </ul>	<b>Responses that earn 1 point:</b> <u>Identify at least two specific historical examples</u> relevant to the topic of the most significant political or social change in the Reformation.  <b>Examples of evidence that are specific and relevant include the following (two examples required):</b> <ul style="list-style-type: none"> <li>Luther’s critiques of the Church</li> <li>The various offshoots of Protestantism</li> <li>The wars of religion</li> <li>Henry VIII’s break with the Catholic Church</li> <li>The Catholic Reformations</li> <li>The Council of Trent</li> <li>The spread of peasant revolts in Europe</li> <li>Habsburg efforts to unite Europe</li> <li>Missionary efforts in the Americas and Asia</li> </ul> <b>Example of a statement that earns one point for evidence:</b> <ul style="list-style-type: none"> <li><i>“Authorities violently suppressed peasant revolts, which were in part inspired by Luther’s challenge to Church authority. However, Luther himself condemned the German peasant rebellions, and did not wish to see the social order overturned in the way the peasant rebels wished.”</i> (Provides two specific pieces of historical evidence relevant to the prompt—Luther’s challenge to Church authority <i>and</i> condemnation of the peasants’ revolt)</li> </ul>	<b>Responses that earn 2 points:</b> <u>Use at least two specific historical examples</u> to support an argument regarding the most significant political or social change in the Reformation.  <b>Examples that successfully support an argument with evidence:</b> <ul style="list-style-type: none"> <li><i>“The Church recognized the need to respond to Luther and the rise of Protestantism, and it did so in two ways: reforming itself through the Council of Trent, and encouraging Catholic Kings and princes to violently suppress Protestantism, helping fuel the Wars of Religion that went on through the 1500s and only ended in 1648.”</i> (Functions as part of an argument that Catholic reforms were a change during the Reformation period)</li> <li><i>“Many political authorities saw the Reformation and the weakening of papal authority as a chance to expand their own authority. For example, Henry VIII, who had been honored by the pope as a defender of the Catholic faith, broke with the Church to create the Church of England when the pope would not agree to allow Henry VIII to divorce his wife.”</i> (Presents a topic sentence making a general statement about the political authorities taking advantage of the Reformation followed by two specific examples)</li> <li><i>“Habsburg rulers saw themselves as defenders of the Christian faith, both against internal enemies such as the Protestants, but also against the threat of the Muslim Ottomans. Despite their efforts, the Ottomans continued to expand and Protestant states such as England and the Dutch Republic defeated Habsburg attempts to reimpose Catholicism on them.”</i> (Presents evidence about the Habsburgs and links it to an argument about changes in the period)</li> </ul>

### Question 3: Long Essay Question, Econ Imperialism 19<sup>th</sup> Century 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 change in Europe's economic relationship with the rest of the world during the 1800s.

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>Examples that do not earn this point:</b>  <b>Do not focus on the topic of the prompt</b> <ul style="list-style-type: none"> <li><i>“The most significant change in Europe’s economy was the Agricultural Revolution.”</i></li> </ul> <b>Do not provide a historically defensible claim</b> <ul style="list-style-type: none"> <li><i>“The most significant change in Europe’s economic relationship with the rest of the world was Europe’s reliance on imports of manufactured goods.”</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>“The Nineteenth century was the time of the second big push for European imperialism.”</i></li> </ul> <b>Restate the prompt or are overgeneralized</b> <ul style="list-style-type: none"> <li><i>“The 1800s were a time of significant change, as many things changed while there were also significant continuities.”</i></li> <li><i>“The changes in Europe’s economic relationship with the rest of the world are more significant than the continuities.”</i></li> </ul>	<b>Responses that earn this point:</b> Provide a historically defensible thesis or claim about the most significant change in nineteenth-century Europe’s economic relationship with the rest of the world. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.  <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>“The most significant economic change in the nineteenth century was that Europeans switched from a primary interest in luxury goods to a focus on imports of raw materials for industrial use.”</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>“The most significant economic change was the new imperialism, which looked for new captive markets to sell industrial products to, while also using investment in newly independent countries in the Americas to ensure a supply of food and raw materials.”</i></li> </ul> <b>Establish a line of reasoning</b> <ul style="list-style-type: none"> <li><i>“The most significant change in the relations with the rest of the world was the industrial Revolution making Europe the dominant economic power in the world.”</i> (Minimally acceptable thesis/claim)</li> </ul>
	<b>Additional Notes:</b> <ul style="list-style-type: none"> <li>The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs).</li> <li>The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period.</li> </ul>	

Reporting Category	Scoring Criteria	
Row B Contextualization  (0-1 points)	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Describes a broader historical context relevant to the prompt.
	<b>Decision Rules and Scoring Notes</b>	
	<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>Examples that do not earn this point:</b> <b>Provide an overly generalized attempt at contextualization</b> <ul style="list-style-type: none"><li><i>“There were numerous European empires before the 1800s.”</i></li><li><i>“Trade was an important part of Europe’s economy.”</i></li></ul> <b>Provide a passing phrase or reference</b> <ul style="list-style-type: none"><li><i>“Joint-stock companies were important.”</i></li></ul>	<b>Responses that earn this point:</b> Accurately describe a context relevant to the most significant change in nineteenth-century Europe’s economic relationship with the rest of the world.  <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>Prior imperial expansion (Americas, Asia, and African trading posts)</li><li>Mercantilism</li><li>The Industrial Revolution/advances in technology and transportation</li><li>Adam Smith/<i>laissez-faire</i></li><li>Commercial Revolution</li><li>Trans-Atlantic trade in enslaved persons</li><li>New consumer goods (sugar/tea/coffee/etc.)</li><li>Social Darwinism/“white man’s burden”</li></ul> <b>Examples of acceptable contextualization:</b> <ul style="list-style-type: none"><li><i>“Europeans had established trading posts along the coast of Africa and in key locations on the coasts of India and Southeast Asia.”</i></li><li><i>“The main economic theory practiced at the time was mercantilism, which used colonies as a source of raw materials and a market for finished goods.”</i></li><li><i>“Europe’s industrializing economies increasingly depended on resources from the outside world.” (Minimally acceptable contextualization)</i></li></ul>
	<b>Additional Notes:</b> <ul style="list-style-type: none"><li>The response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question.</li><li>To earn this point, the context provided must be more than a phrase or reference.</li></ul>	

**Additional Notes:**

- The response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question.
- To earn this point, the context provided must be more than a phrase or reference.



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 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 specific and relevant examples of 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 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</b> <ul style="list-style-type: none"> <li><i>“European states developed joint stock or East India companies to manage trade and colonies in Asia.”</i></li> </ul>	<b>Responses that earn 1 point:</b> <u>Identify at least two specific historical examples</u> relevant to the topic of the most significant change in nineteenth-century Europe’s economic relationship with the rest of the world.  <b>Examples of evidence that are specific and relevant include the following (two examples required):</b> <ul style="list-style-type: none"> <li>The Industrial Revolution</li> <li>The Scramble for Africa</li> <li>European colonies in Asia</li> <li>Examples of goods or resources extracted from colonies</li> <li>Imperial competition between European states</li> <li>Economic imperialism</li> <li>Independence movements in Latin America</li> <li>Medical and technological advances</li> <li>Abolitionism</li> <li>Critiques of imperialism</li> <li>Settler colonies</li> </ul> <b>Example of a statement that earns one point for evidence:</b> <ul style="list-style-type: none"> <li><i>“Throughout the century, industrial production in England required resources and markets from overseas. Settler colonies in Canada, Australia, and New Zealand provided food and other raw materials such as wool and timber to England and bought finished English products in return.”</i> (Provides two specific pieces of historical evidence relevant to the prompt)</li> </ul>	<b>Responses that earn 2 points:</b> <u>Use at least two specific historical examples</u> to support an argument regarding the most significant change in nineteenth-century Europe’s economic relationship with the rest of the world.  <b>Examples that successfully support an argument with evidence:</b> <ul style="list-style-type: none"> <li><i>“The Scramble for Africa was triggered in part by King Leopold’s claim to the Belgian Congo. Like earlier imperialism, the Belgians exploited native labor to extract resources, in this case ivory and rubber.”</i> (Functions as part of an argument that resource extraction was part of a change in the nineteenth century)</li> <li><i>“Europeans remained fascinated with potential markets in Asia, especially China and Japan, and made forceful efforts to open those markets throughout the nineteenth century, which contributed to conflicts such as the Opium Wars.”</i> (Presents a topic sentence making a specific statement about Asian trade, followed by an example of an effect of that push to open markets in Asia)</li> <li><i>“European economic policies and behavior in the world was challenged throughout the nineteenth century. In the first half of the century abolitionists sought to end the slave trade and the plantation system, and in the second half, antiimperialists called out abuses in the Belgian Congo and other places that violently forced locals to work on Europeans behalf.”</i> (Presents a topic sentence making a general statement about challenges to economic policies, followed by two examples of critiques of European behavior in the rest of the world)</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 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 specific and relevant examples of 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 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</b> <ul style="list-style-type: none"> <li><i>“Brexit showed the limits of the European Union in the face of nationalism.”</i></li> </ul>	<b>Responses that earn 1 point:</b> <u>Identify at least two specific historical examples</u> relevant to the topic of the most significant change in the sources of political instability in twentieth-century Europe.  <b>Examples of evidence that are specific and relevant include the following (two examples required):</b> <ul style="list-style-type: none"> <li>The Bolshevik Revolution</li> <li>Collapse of Ottoman and Austrian Empires</li> <li>The World Wars</li> <li>Versailles Treaty</li> <li>Decolonization</li> <li>The Great Depression</li> <li>Fascism and Nazism</li> <li>Collapse of Communism</li> <li>Yugoslav Wars</li> <li>1968</li> <li>Soviet interventions</li> <li>Cold War</li> <li>Communist vs. Capitalist systems</li> </ul> <b>Example of a statement that earns one point for evidence:</b> <ul style="list-style-type: none"> <li><i>“The success of the 1917 Bolshevik Revolution in Russia inspired similar attempts at revolution in other parts of Europe, particularly in Germany in 1919, during the so-called Spartacist revolt, which was brutally put down by right-wing militias known as Freikorps.”</i> (Provides at least two specific pieces of historical evidence relevant to the prompt)</li> </ul>	<b>Responses that earn 2 points:</b> <u>Use at least two specific historical examples</u> to support an argument regarding the most significant change in the sources of political instability in twentieth-century Europe.  <b>Examples that successfully support an argument with evidence:</b> <ul style="list-style-type: none"> <li><i>“The 1905 Revolution in Russia was a warning shot to the Tsarist government that it needed reform. However, despite some superficial concessions, the Tsarist government failed to fix itself, helping pave the way for the 1917 revolutions that overthrew it and led to the communist takeover.”</i> (Functions as part of an argument that failed reform efforts provoked political instability)</li> <li><i>“European economic problems were a source of political instability. The 1929 stock market collapse and the resulting Depression led to the rise of the Nazis in Germany, and the collapse of other democracies in Eastern Europe.”</i> (Presents a topic sentence making a general statement about economic problems, followed by an example of an effect of economic problems on political stability)</li> <li><i>“After two World Wars, Western European leaders tried to apply lessons learned in the first half of the twentieth century. They created the EEC to bind nations together economically and stop the trade issues that had contributed to prior depressions. They also put in generous welfare policies in hopes of preventing the sort of radicalism that grew out of mass unemployment.”</i> (Presents a topic sentence making a general statement about economic policies, followed by two examples of postwar economic changes)</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 Bolshevik Revolution followed the prior revolution that replace the Tsar.”</i></li> <li>• <i>“The uprising in Czechoslovakia in 1968 was known as Prague Spring.”</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 change in the sources of political instability in twentieth-century Europe.</li> <li>• Structuring an argument thematically to highlight changes in different geographical areas of Europe, such as the emergence of new nationalist tensions in the Balkans.</li> <li>• Arranging an argument to recount developments over the course of the period showing structural changes.</li> </ul> <p><b>Examples of acceptable use of historical reasoning:</b></p> <ul style="list-style-type: none"> <li>• <i>“The fear of communist revolution was a key part of the political instability of the twentieth century, as the west saw Bolsheviks hiding everywhere.”</i> (Uses CCOT reasoning to highlight a change in the twentieth century; this statement would need to be followed with at least a minimal elaboration of this reasoning)</li> <li>• <i>“Germany represented the most significant change in the source of political instability as it would intensify competition among the European states for the strongest military power.”</i> (Uses CCOT reasoning to highlight how one state created political change and response in others)</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 political instability in the twentieth century in different parts of Europe. (Provides insightful connections within and across geographical spaces)</li> <li>• Explaining the interactions between continuities and changes during the twentieth century, such as changes in instability after the World Wars. (Explains nuance, multiple variables)</li> <li>• Evaluating whether the continuities in the twentieth century were more significant than the changes. (Qualifies or modifies an argument)</li> <li>• Considering economic and social changes during the twentieth century, and how they relate to political 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>		