

**WORLD HISTORY: MODERN**

**SECTION II**

**Total Time—1 hour and 40 minutes**

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

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

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

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

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

In your response you should do the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using at least six 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 three documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

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**Begin your response to this question at the top of a new page in the separate Free Response booklet and fill in the appropriate circle at the top of each page to indicate the question number.**

1. Evaluate the extent to which European imperialism affected economies in Africa and/or Asia in the nineteenth and early twentieth centuries.

**Document 1**

**Source:** T. G. Edwards, manager of a government-run sugar factory in Wonopringgo, Java, Dutch East Indies, letter to the Dutch colonial government in Jakarta, 1858.

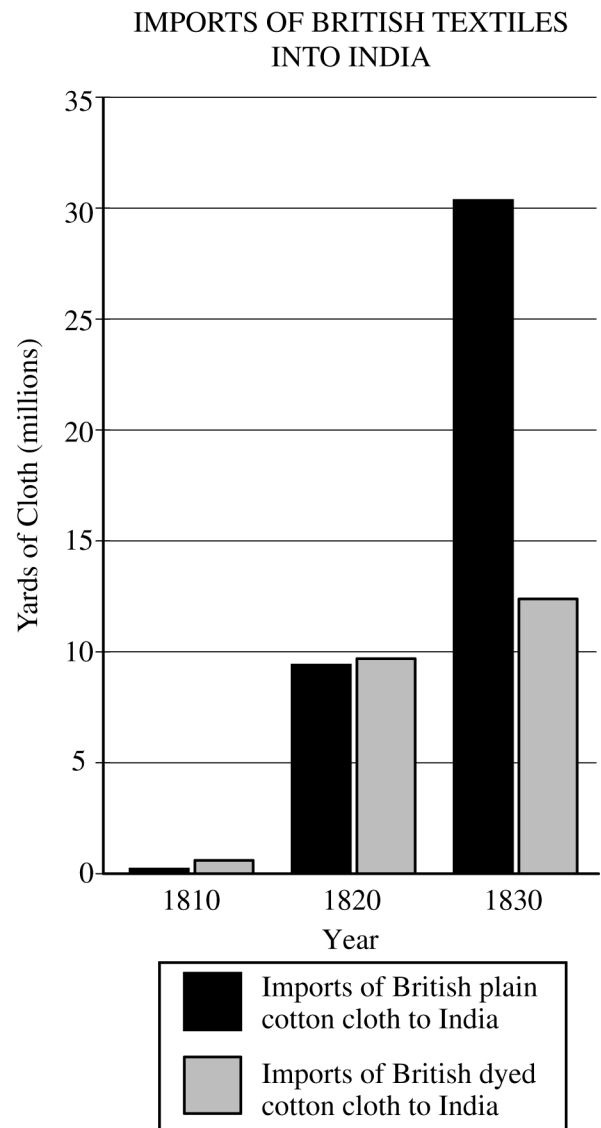
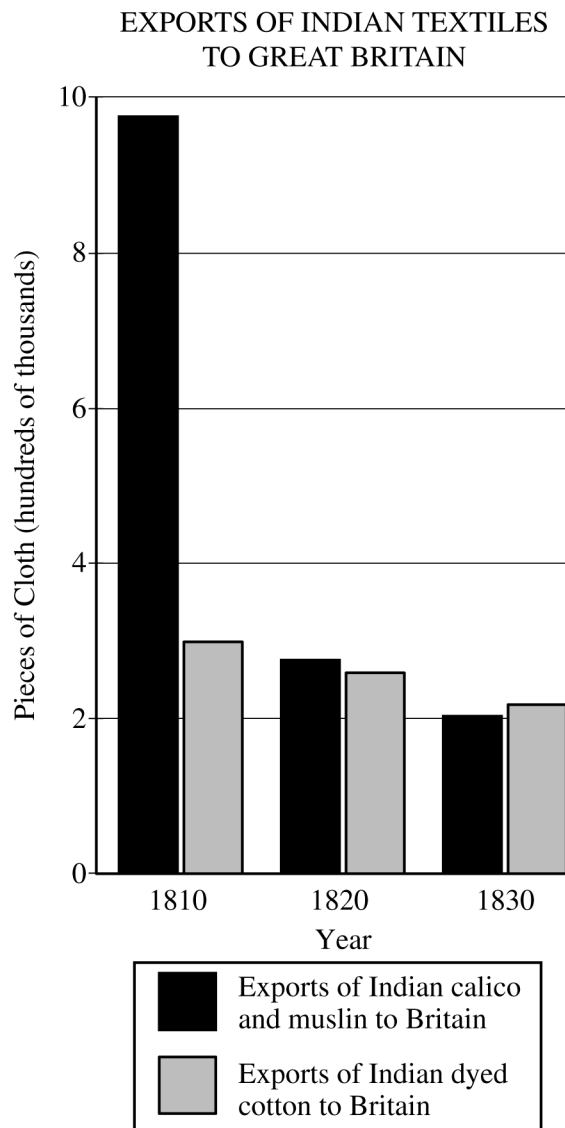
Unfortunately, many of the potential Javanese workers for the sugar processing factory are already forced to work on sugar fields under the Dutch government's Cultivation System.<sup>1</sup> There is not a single peasant in the district who is not subject to multiple demands on his labor, from the government or from local Javanese elites.

I have had one of my factory agents travel around the villages in the district all year looking for workers. Despite offering them good wages, I have never succeeded in getting more than five men per day. When I ask the men to work in the factory full time, they all answer that they would if I could get them freed from government-imposed work.

<sup>1</sup> A system of labor in Dutch-ruled Java that forced Javanese farmers to work for parts of the year producing export cash crops, which they then had to sell to the colonial government at artificially low prices

## Document 2

**Source:** The British East India Company, data from reports submitted to the British Parliament, based on totals of all goods traded in Indian ports that were under the control of the company, 1810–1830.



## Document 3

**Source:** Bankim Chandra Chatterjee, Indian journalist and intellectual, *The Cultivators of Bengal*, article published in a Bengali-language newspaper, Kolkata, India, 1872.

We pay for what we buy from England by exporting Indian agricultural commodities such as rice, silk, indigo, etc. It goes without saying that as the trade with England expands, so will the demand for such agricultural commodities. Ever since the establishment of British rule, the trade of India has increased, leading to an expansion of agriculture.

The Indian cotton weaving trade may have collapsed because of cheap British cloth imports, but why does the weaver not move to another occupation? He may not be able to support his family by weaving cloth, but he should be able to do so if he would switch to cultivating rice.

But people in our country are reluctant to give up their hereditary trades. This reluctance is unfortunate for our weavers, but it does not mean a loss of wealth for India as a whole.

## Document 4

**Source:** Lobengula Khumalo, ruler of the Matabele (Ndebele) people of present-day Zimbabwe, contract with business associates of English businessman Cecil Rhodes' mining company, 1888.

Let it be known that Charles Rudd of Kimberley (South Africa), Rochfort Maguire of London, and Francis Thompson of Kimberley have made a contract with me and agreed to pay me and my heirs the monthly sum of 100 pounds sterling (British currency) and the delivery of 1,000 rifles made in England. Further, they have promised to deliver a steamboat with guns suitable for the defense of my territories on the Zambezi River.

In exchange for these presents, I hereby grant to the above-mentioned individuals and their heirs the complete and exclusive right to collect, sell, and enjoy the profits of all of the metals and minerals contained in my kingdoms. And since I have been much pestered lately by various persons and companies seeking these rights, I further grant to them the right to take all necessary measures to exclude all their competitors seeking mining rights and privileges from my kingdoms.

## Document 5

**Source:** Moyo, a Congolese refugee, testimony given to the Belgian government as part of a larger investigation into the condition of the native population of the Belgian Congo, 1904.

Each village from our district had to produce 80 loads of rubber per month. As rubber plants got scarcer, the White man reduced the required amount only by a little. We got no pay! Our village got cloth and a little salt from the government, but it did not go to the people who collected the rubber. Instead, our chiefs used up the cloth; the workers got nothing. The pay was given to the Chief, never to the men.

It used to take ten days to get twenty loads of rubber. We were always in the forest and then if we were late making the delivery, we could be killed. We had to go further into the forest to find the rubber vines and our women had to give up cultivating fields and gardens. Then we starved. Wild animals killed some of us when we were working in the forest, and others got lost or died from exposure and starvation. We begged the White men, saying we could get no more rubber, but the White men and their soldiers refused. We tried, always, to go further into the forest, and when we failed, and our rubber delivery was short, the soldiers came to our towns.

## Document 6

**Source:** Ndansi Kumalo, member of the Ndebele ethnic group of present-day Zimbabwe, oral memoir of his experiences in the 1890s, recorded by a British anticolonial activist and published in 1936.

After our rebellion had been put down,<sup>1</sup> we were offered work in the mines and farms of the White people to earn money, and so we were able to buy back some cattle to replace the ones that had been lost during the rebellion. At first, of course, we were not used to working for a wage, but the colonial government ordered the chiefs to advise the young people to go to work, and gradually they went. In a few years we had recovered our livelihoods somewhat.

But then the taxes came. At first, it was 10 shillings [British currency] a year. Soon the Government said, “This is too little, you must contribute more, you must pay one pound.” We were also taxed 5 shillings for a dog. Then the Government told us that we were living on private land that supposedly belonged to the White settlers; the owners wanted rent in addition to the Government tax.

<sup>1</sup> a reference to the 1896–1897 Ndebele revolt against White settlers

## Document 7

**Source:** Anonymous Tanzanian participant in the 1905–1907 Maji Maji uprising against German colonial rule, interview conducted by African historians from newly independent Tanzania, published in 1967.

In 1902, the Germans established cotton plantations in our Matumbi district. Every village was allotted days on which it had to cultivate the plantations. One person had to come from each household on the allotted days.

This work made us suffer greatly. We were whipped for the smallest mistake, and once you started working, there was no break. Some of us were assigned to clear the land of trees, others tilled the land, others would smooth the ground and plant the cotton seeds, another group did the weeding, another the picking, and yet another transported the bales of cotton to the coast beyond Kikanda for shipping.<sup>1</sup> The work was astonishingly hard and our only reward was the whip. And yet the German also wanted us to pay him taxes in addition to the plantation work! Our people came to hate German rule, which was so cruel. It was not because we were lazy or disliked agriculture. If it had been good agriculture with meaning and profit, we would never have risked our lives by starting a rebellion.

<sup>1</sup> The colonial government of German East Africa exported the cotton to Europe.

## END OF DOCUMENTS FOR QUESTION 1

**Question 2, 3, or 4 (Long Essay)**

**Suggested writing time: 40 minutes**

**Directions:** Answer Question 2 or Question 3 or Question 4.

In your response you should do the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using 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. In the period before circa 1500, states in the Americas used a variety of institutions, policies, and practices to consolidate and expand their scope and reach.

Develop an argument that evaluates the extent to which ONE pre-Columbian state in the Americas was successful in consolidating and centralizing its authority during this period.

3. In the period circa 1450–1750, the global increase in transregional contacts led to both expansion and contraction of existing religions as well as the development of new religious practices.

Develop an argument that evaluates the extent to which military conflict or conquest was the main cause of religious change in this period.

4. In the late twentieth century, the spread of free-market economic ideas led to numerous changes around the world.

Develop an argument that evaluates the extent to which the spread of free-market ideas led to economic change during this period.

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**Begin your response to this question at the top of a new page in the separate Free Response booklet and fill in the appropriate circle at the top of each page to indicate the question number.**

WHEN YOU FINISH WRITING, CHECK YOUR WORK ON SECTION II IF TIME PERMITS.

**Question 1: Document-Based Question, Imperialism and Asian and African economies**

**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 the extent to which European imperialism affected economies in Africa and/or Asia in the nineteenth and early twentieth centuries.



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.
Decision Rules and Scoring Notes		
<div> <div> <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> </div> <div> <b>Responses that earn this point:</b> <ul style="list-style-type: none"> <li>Provide a historically defensible thesis or claim that establishes a position on the extent to which European imperialism affected economies in Africa and/or Asia in the nineteenth and early twentieth centuries. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument.</li> </ul> </div> </div>		
<div> <div> <b>Examples that do not earn this point:</b> <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>“Europeans imported raw materials from Asia and Africa.”</i></li> </ul> <p><b>Establish a line of reasoning, but do not provide a historically defensible claim</b></p> <ul style="list-style-type: none"> <li><i>“European imperialism did not greatly alter the traditional trading practices of African kingdoms and states.”</i></li> </ul> <p><b>Do not focus on the topic of the prompt</b></p> <ul style="list-style-type: none"> <li><i>“The First and Second World War strongly influenced anti-colonial efforts in Africa and Asia.”</i></li> </ul> </div> <div> <b>Examples that earn this point:</b> <p><b>Establish a line of reasoning that evaluates the topic of the prompt</b></p> <ul style="list-style-type: none"> <li><i>“States in Africa and Asia often saw their global trade heavily disrupted by European imperialism.”</i></li> <li><i>“Asian states often tried to prevent European imperialism from disrupting their economies but failed in doing so.”</i></li> </ul> <p><b>Establish a line of reasoning that evaluates the topic of the prompt with analytic categories</b></p> <ul style="list-style-type: none"> <li><i>“While European Imperialism certainly forced African and Asian economies to change, these changes often benefited local elites and Europeans.”</i></li> </ul> <p><b>Establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li><i>“European Imperialism often negatively affected African economies.”</i> (Minimally acceptable thesis/claim)</li> </ul> </div> </div>		
	<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	
<b>Row B</b> <b>Contextualization</b>  <b>(0-1 points)</b>	<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>“States during the First World War produced propaganda to convince soldiers to fight.”</i></li> </ul> <p><b>Provide a passing phrase or reference</b></p> <ul style="list-style-type: none"> <li><i>“European Imperialism often perpetuated racial prejudice.”</i></li> </ul>	<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>Accurately describe a context relevant to the extent to which European imperialism affected economies in Africa and/or Asia in the nineteenth and early twentieth centuries.</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>European extraction economies, such as mining operations in Africa, developed.</li> <li>European nations competed with one another for influence and territory in Africa and Asia.</li> <li>Anti-imperialist movements were often strongly influenced by nationalism, such as in Thailand.</li> <li>European nations often completed infrastructure projects in imperialized regions, such as the British building railroads in India.</li> <li>The use of fossil fuels contributed to high demand for energy sources.</li> <li>New imperialist, ideas such as the civilizing mission and Social Darwinism in the nineteenth and twentieth centuries, led European nations to take more direct control over states in Africa and Asia.</li> </ul> <p><b>Examples of acceptable contextualization:</b></p> <ul style="list-style-type: none"> <li><i>“European nations in the late nineteenth century divided up Africa between them during the Berlin Conference.”</i></li> </ul>
	<p><b>Additional Notes:</b></p> <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>	

Reporting Category	Scoring Criteria		
Row C Evidence  0-3 points	Evidence from the Documents		
	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Uses the content of at least <b>three</b> documents to address the <b>topic</b> of the prompt.	<b>2 points</b> Supports an <b>argument</b> in response to the prompt using at least <b>six</b> documents.
	Decision Rules and Scoring Notes		
	<b>Responses that do not earn points:</b> <ul style="list-style-type: none"> <li>Use evidence from less than three of the documents.</li> <li>Misinterpret the content of the document.</li> <li>Quote, without an accompanying description, of the content of the documents.</li> <li>Address documents collectively rather than considering separately the content of each document.</li> </ul>	<b>Responses that earn 1 point:</b> <ul style="list-style-type: none"> <li>Accurately describe—rather than simply quote—the content from at least three of the documents to address the topic of European imperialism and/or economies in Africa and/or Asia in the nineteenth and early twentieth centuries.</li> </ul> <b>Examples of describing the content of a document:</b> <b>Describe evidence from the documents relevant to the topic but do not use that evidence to support an argument</b> <ul style="list-style-type: none"> <li>(Document 2) <i>“The graph shows that there was a big reversal in the trade between 1810 and 1830, with India exporting less cloth to Britain and importing much more cloth from Britain.”</i></li> </ul>	<b>Responses that earn 2 points:</b> <ul style="list-style-type: none"> <li>Support an argument in response to the prompt by accurately using the content of at least six documents.</li> </ul> <b>Examples of supporting an argument using the content of a document:</b> <ul style="list-style-type: none"> <li>(Document 5): <i>“The account by the Congolese refugee shows how the Belgian colonizers’ harsh demands for rubber production led to starvation and violence among the native population. The account shows the extent of economic disruption brought to African society by imperialism.”</i> (Connects the content of the document to an argument about the great extent to which European imperialism disrupted or even destroyed some African economies)</li> <li>(Document 6): <i>“Ndansi Kumalo’s account shows the devastation of traditional African economies by imperialism, by relating how the Ndebele were forced into wage work for the White settlers in mines and farms, where they were subjected to high taxes.”</i> (Connects the content of the document to an argument about the extent to which imperialism transformed and disrupted traditional African economic activities)</li> </ul>
	<b>Additional Notes:</b> <ul style="list-style-type: none"> <li>To earn 2 points, the response does not have to use the six documents in support of a single argument—they can be used across sub-arguments or to address counterarguments.</li> </ul>		

Row C (continued)	Evidence Beyond the Documents:	
	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Uses at least one additional piece of the specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
	Decision Rules and Scoring Notes	
	<b>Responses that do not earn this point:</b> <ul style="list-style-type: none"> <li>Provide evidence that is not relevant to an argument about the prompt.</li> <li>Provide evidence that is outside the time period or region specified in the prompt.</li> <li>Repeat information that is specified in the prompt or in any of the documents.</li> <li>Provide a passing phrase or reference.</li> </ul>	<b>Responses that earn this point:</b> <ul style="list-style-type: none"> <li>Must use at least one specific piece of historical evidence relevant to an argument about the extent to which European imperialism affected economies in Africa and/or Asia in the nineteenth and early twentieth centuries.</li> </ul> <b>Examples of specific and relevant evidence beyond the documents that earn this point include the following if appropriate elaboration is provided:</b> <ul style="list-style-type: none"> <li>British investment projects, such as the building of railroads in India and Africa</li> <li>Large-scale European-driven infrastructure projects, such as the building of the Suez Canal</li> <li>Economic modernization initiatives taken by Asian and African states, such as the Meiji Restoration in Japan</li> <li>The forced expulsion of ethnic groups from traditional land, such as during the Herero genocide or the displacement of Arab and Berber populations in French Algeria</li> <li>The use of military force to require Asian and African states to alter their trading patterns, such as during the Opium Wars</li> </ul> <b>Examples of evidence beyond the documents relevant to an argument about the prompt:</b> <ul style="list-style-type: none"> <li><i>“The British opium trade in China eventually led to the Opium wars, during which Britain used its military to force China to agree to unequal trade agreements.”</i> (Provides a piece of evidence not in the documents relevant to an argument about the prompt)</li> <li><i>“Local elites often cooperated with European forces for their own benefit, even though those agreements did not necessarily benefit their subjects. For instance, Egypt cooperated with France and Britain to build the Suez Canal, but many Egyptian workers suffered and died during the construction.”</i> (Provides a piece of evidence not in the documents relevant to an argument about the prompt)</li> </ul>
	<b>Additional Notes:</b> <ul style="list-style-type: none"> <li>Typically, statements credited as evidence will be more specific than statements credited as contextualization.</li> <li>To earn this point, the evidence provided must be different from the evidence used to earn the point for contextualization.</li> <li>To earn this point, the evidence provided must be more than a phrase or reference.</li> </ul>	

Reporting Category	Scoring Criteria	
Row D Analysis and Reasoning  0-2 points	Sourcing	
	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> For at least three documents, explains how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
	Decision Rules and Scoring Notes	
	<b>Responses that do not earn this point:</b> <ul style="list-style-type: none"> <li>Explain sourcing for less than three 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 to the point of view, purpose, historical situation, and/or audience.</li> </ul>	<b>Responses that earn this point:</b> <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 three documents sourced.</li> </ul> <p><b>Example of acceptable explanation of the significance of the author's point of view:</b></p> <ul style="list-style-type: none"> <li>(Document 1): <i>"The author of Document 1 was a manager of a Dutch-government-owned sugar factory in Indonesia. As a manager, it would have been his duty to report to his superiors about the damage that the Dutch Cultivation System has inflicted on the availability of Indonesian labor for his factory."</i> (Connects the point of view of the author to an argument about the negative influence of Dutch imperial policies on the economy of Java)</li> </ul> <p><b>Example of acceptable explanation of the significance of the author's purpose:</b></p> <ul style="list-style-type: none"> <li>(Document 7): <i>"The purpose of the account is to document the cruelty of the Germans and the economic hardships placed on Africans working on the cotton plantations. Because the account was given to African historians after Tanzania became independent, they would likely have wanted to emphasize the negative aspects of European imperialism."</i> (Connects a plausible speculation regarding the purpose of the source to an argument about the extent to which European imperialism affected African economies)</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 4): <i>"The Ndebele ruler, whose territory was probably under a lot of pressure from White settlers as well as from neighboring African groups, likely thought that he had no choice but to trade away the right to mine raw materials in his country to the English in exchange for guns and a steamboat with which he could defend himself."</i> (Connects the historical situation of the document to an argument about an economic change in Africa brought about by European imperialism)</li> </ul>
<b>Examples that do not earn this point:</b>  <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> <ul style="list-style-type: none"> <li><i>"The author of Document 5 was a victim of the violence in the Belgian Congo."</i></li> </ul> <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> <ul style="list-style-type: none"> <li><i>"In Document 2, the graphs show that Indian exports to Britain are declining while British exports to India are rising."</i></li> </ul>		

Row D (continued)	Complexity	
	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Demonstrates a complex understanding of the historical development that is the focus of the prompt, 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, such as considering diverse or alternate perspectives or evidence. For example, a response may explore multiple economic impacts of European imperialism on native societies, including physical exploitation of native labor, collapse of traditional economic activity, restructuring and realignment of elites, changes to gender roles as a result of new economic demands, etc. (Explains nuance)</li> <li>Explaining relevant and insightful connections across time and space. For example, a response may compare the effects of European imperialism seen in Documents 4 and 6 with the effects of imperialism in other colonial settings where large numbers of White settlers encroached on the territories of native peoples—such as in Australia or Algeria. Or a response may compare the exploitation of native labor for the extraction of resources, as seen in Documents 1, 5, and 7, with the exploitation of native labor through indirect imperialism in Latin America through forced labor systems such as indenture and debt servitude. (Explains relevant and insightful connections)</li> <li>Corroborating multiple perspectives, such as explaining how European imperialism’s economic effects were complex and affected different segments of Asian and African societies in different ways. For example, a response might argue that, in addition to its destructive or disruptive economic effects, European imperialism in some cases benefitted parts of native societies through increased trade (Document 3), limited economic modernization (Document 1), strengthening of native elites (Document 4) or economic recovery after the initial disruption (Document 6). (Corroborates, qualifies or modifies an argument by considering diverse or alternative views or evidence)</li> </ul>
	<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.</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. T.G. Edwards, manager of a Dutch sugar factory in Java, letter to the Dutch colonial government on labor shortages, 1858	<ul style="list-style-type: none"> <li>Reports on the negative effects of the imposition of the Dutch Cultivation System on the availability of Javanese labor for the sugar factory. Because of the demands of the Cultivation System, Javanese workers are subject to multiple labor demands, and the factory cannot get workers despite offering good wages.</li> </ul>	<ul style="list-style-type: none"> <li>The author of Document 1 was a manager of a Dutch-government-owned sugar factory in Indonesia. As a manager, it would have been his duty to report to his superiors about the damage that the Dutch Cultivation System had inflicted on the availability of Indonesian labor for his factory. (POV, purpose)</li> <li>The Cultivation System was an attempt by the Dutch colonial authorities in the East Indies to force the native population to produce cash crops for the Dutch. This reflected a general push to make colonies more profitable for Europe by extracting raw materials or commodities for export. (situation)</li> </ul>
2. British East India Company, data reported to the British Parliament regarding the textile trade with India, 1810-1830	<ul style="list-style-type: none"> <li>The graphs show divergent trends for Indian textile exports to Britain and British textile exports to India: Indian exports to Britain are declining while British exports to India are rising. The drop in Indian exports to Britain is particularly sharp for the calico and muslin cloth category, while the rise in British export to India is particularly great for the plain cotton cloth category.</li> </ul>	<ul style="list-style-type: none"> <li>As Great Britain was becoming an increasingly industrialized country during this period, the purpose of the EIC providing this data to Parliament may have been in part to show that it was playing its part in providing markets for British industrial goods, the most important one of which was cotton textiles. (purpose)</li> <li>Because of the system of Company Rule in India, the EIC, rather than the British government, had effective control of large parts of the Indian subcontinent. That explains why it was the EIC's responsibility to collect such trade information and report it to the British Parliament. (situation)</li> </ul>
3. Bankim Chandra Chatterjee, <i>The Cultivators of Bengal</i> , article published in the Bengali press, 1872	<ul style="list-style-type: none"> <li>States that the growing trade between India and Britain has led to an expansion of Indian agriculture, as India has become an exporter of agricultural commodities to Britain. Acknowledges that the Indian cotton industry has collapsed because of cheap British cloth imports but suggests that the collapse can be managed by Indian weavers being more open to adopting other trades, such as cultivating rice.</li> </ul>	<ul style="list-style-type: none"> <li>The publication of this perspective on the economic impact of India's trade with Great Britain in an Indian (Bengali) newspaper was likely meant in part to challenge the Indian audience's notions of rigid caste distinctions. By emphasizing that the 'reluctance to give up hereditary trades' has become an economic liability, the author is urging Indians to loosen the rigid restrictions in their society in order to make India more adaptable to economic change. (audience, purpose)</li> <li>The article suggests that Chatterjee shared the position of many educated Indian intellectuals at the time that India could benefit socially and economically from British rule. He emphasizes the economic benefits of trade with Britain and the opportunities trade may bring for modernizing Indian society. (POV, situation)</li> </ul>

4. King Lobengula Khumalo, Contract with an English company over mining rights in Ndebele territory, 1888	<ul style="list-style-type: none"> <li>The ruler of the Ndebele enters into a contract with three British business associates of Cecil Rhodes' mining company, awarding them exclusive mining rights in his territories, in exchange for a monthly payment, English rifles, and a promise to deliver a steamboat with guns on the Zambezi River.</li> </ul>	<ul style="list-style-type: none"> <li>The Ndebele ruler, whose territory was probably under a lot of pressure from White settlers as well as from neighboring African groups, likely thought that he had no choice but to trade away the right to mine raw materials in his country to the English in exchange for guns and a steamboat with which he could defend himself. (POV, situation)</li> <li>By emphasizing that "various [other] persons and companies" have sought the rights to mine in his territories, King Lobengula may have wanted to convey to Cecil Rhodes' company that his company must abide by its obligations under the contract. (purpose, audience)</li> </ul>
5. Moyo, Congolese refugee, testimony for a Belgian investigation into abuses related to rubber collection in the Congo, 1904	<ul style="list-style-type: none"> <li>Describes the hardships on the native population produced by the Belgian authorities' cruel system of extracting rubber by imposing rubber production quotas on Congolese villages. The villagers found it harder and harder to meet the quota, needing to go further and further into the jungle to find rubber trees. As more members of village society, including women, had to work to make the rubber quota, cultivation of food crops was abandoned, and starvation set in. The authorities did not reduce the quota and only provided token payments for the rubber.</li> </ul>	<ul style="list-style-type: none"> <li>The Belgian authorities' system of rubber extraction from the Congo reflects both the prevalent racial views in late-nineteenth-century Europe that saw Africans as racially inferior, and thus they were subjected to inhumane working conditions. Europeans also recognized the economic importance of strategic natural resources such as rubber to Europe's industrializing economies. (situation)</li> <li>As an eyewitness account of a refugee from the atrocities it describes, Moyo's account is likely credible in its description of the devastating economic and social toll of the Belgian rubber quota systems on Congolese villages. (POV)</li> </ul>
6. Ndansi Kumalo, account of living conditions of the Ndebele in the 1890s, given to a British anticolonial activist, published in 1936	<ul style="list-style-type: none"> <li>Outlines the shifts in Ndebele economic activities after the end of the unsuccessful Ndebele revolt in 1897; the Ndebele had lost their cattle (traditional source of wealth) during the revolt and were forced into paid work for the White settlers, in mines and in agriculture. In addition to that, the Ndebele were subjected to heavy taxes by the British colonial government, including a rent tax for allegedly living on White settlers' land.</li> </ul>	<ul style="list-style-type: none"> <li>As an oral history narrative recorded decades after the events it describes, Ndansi Kumalo's account represents a long-term assessment of the social and economic effects of the Ndebele revolt on the Ndebele people. As such it focuses on big changes, such as, the transition from subsistence cattle raising to wage work, especially in mining, and the transition to being integrated into the White-settler dominated economy of South Africa through the paying of taxes and using money. (audience, POV)</li> <li>The context of the economic and social changes described in the document is the growing rate of White settlement in interior parts of southern Africa during the late nineteenth and early twentieth century, encroaching on the lands of native peoples such as the Ndebele. The discovery of gold, diamonds, and other resources in various parts of the region exacerbated this process. (situation)</li> </ul>



<p>7. Anonymous Tanzanian participant in Maji Maji uprising, account of conditions on German cotton plantations during the 1900s, published in 1967</p>	<ul style="list-style-type: none"> <li>Describes the labor obligations imposed on Africans by the German colonizers’ creation of cotton plantations in the first decade of the twentieth century. African villagers were required to work on the cotton plantations on allotted days of the week. Work conditions on the plantations were brutal, and Africans were also subjected to paying taxes in addition to their forced labor obligations. This led to Africans hating German rule.</li> </ul>	<ul style="list-style-type: none"> <li>The purpose of the account is to document the cruelty of the Germans and the economic hardships placed on Africans working on the cotton plantations. Because the account was given to African historians after Tanzania became independent, they would likely have wanted to emphasize the negative aspects of European imperialism. (purpose, audience)</li> <li>As a relative latecomer to European imperialism in Africa, Germany was eager to show that it could bring “progress” to its African colonies, which often meant starting economic activities in the colonies that would be profitable to the German colonialists. The cotton plantations in Tanzania (Tanganyika) were an example of such enterprises, where resource extraction was accomplished at the cost of harsh economic exploitation of the African workers. (situation)</li> </ul>
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Reporting Category	Scoring Criteria	
<b>Row B</b> <b>Contextualization</b>  <b>(0-1 points)</b>	<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> <ul style="list-style-type: none"> <li><i>“Native Americans all lived in tribes.”</i></li> <li><i>“Chinese voyagers may have made contact with the Americas before Europeans did.”</i></li> </ul>	<b>Responses that earn this point:</b> <ul style="list-style-type: none"> <li>Accurately describe a context relevant to the consolidation and centralization of pre-Columbian states.</li> </ul> <b>Examples of relevant context that earn this point include the following if appropriate elaboration is provided:</b> <ul style="list-style-type: none"> <li>Olmec and Toltec states</li> <li>Expansion of land-based empires in Americas and Eurasia (connect to global themes)</li> <li>Agrarian expansion connected to political consolidation in Americas, Africa, or Eurasia</li> <li>Mexica conquests and expansion</li> <li>Formation of state religions or centralized priesthoods in premodern states</li> <li>Societies with limited state systems, such as hunting and gathering or pastoralism</li> <li>City-state or decentralized political systems, such as the Maya</li> </ul> <b>Example of acceptable contextualization:</b> <ul style="list-style-type: none"> <li><i>“As societies in the Americas expanded their use of agriculture, they increased the centralization of their states in order to regulate trade and taxation.”</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>	

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 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>Responses that earn 1 point:</b> <ul style="list-style-type: none"> <li>Identify at least two specific historical examples relevant to consolidation or centralization in pre-Columbian states.</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 how ONE pre-Columbian state in the Americas was successful in consolidating and centralizing its authority.</li> </ul>
	<b>Examples that do not earn points:</b> <ul style="list-style-type: none"> <li><i>“Spanish colonizers centralized their authority over their colonies in the Americas.”</i></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><i>Mit’a</i> system in Inca Empire</li> <li>Inca monuments in Cuzco</li> <li>Mexica tribute bureaucracy</li> <li>Cahokia mound builders</li> <li>Maya city-states</li> <li>Olmec and Toltec states</li> <li>Mexica religious practices</li> <li>Writing systems and recordkeeping in the Americas</li> </ul> <b>Example of a statement that earns 1 point for evidence:</b> <ul style="list-style-type: none"> <li><i>“Maya city-states used religious rituals and profited from long distance trade.”</i></li> </ul>	<b>Examples that successfully support an argument with evidence:</b> <ul style="list-style-type: none"> <li><i>“The Mexica developed centralized religious and tributary systems to exert control over their clients, allies, and conquered peoples. Their monuments, human sacrifices, and bureaucracies helped them rule an expansive empire.”</i> (Uses multiple, specific pieces of evidence to support the argument regarding how one pre-Columbian state in the Americas was successful in consolidating and centralizing its authority)</li> <li><i>“One way the Inca were able to rule over such a vast empire was through the use of roads such as the Carpa Nan which spanned the entirety of the Inca Empire and allowed for efficient transport, trade, and communication.”</i> (Uses multiple, specific pieces of evidence to support the argument regarding how one pre-Columbian state in the Americas was successful in consolidating and centralizing its authority)</li> </ul>
<b>Additional Notes:</b> <ul style="list-style-type: none"> <li>Typically, statements credited as evidence will be more specific than statements credited as contextualization.</li> <li>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. (For example, discussion of the development of the Aztec tribute system; the development of the Inca management of their road system)</li> </ul>			

Reporting Category	Scoring Criteria		
<b>Row D</b> <b>Analysis and Reasoning</b>  <b>(0-2 points)</b>	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Uses historical reasoning (e.g., comparison, causation, continuity, and change) to frame or structure an argument that addresses the prompt.	<b>2 points</b> Demonstrates a complex understanding of the historical development that is the focus of the prompt, 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 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 explain how ONE pre-Columbian state in the Americas was successful in consolidating and centralizing its authority.</li> </ul>	<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>
	<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>“The Incan Empire developed a large system of roads.”</i></li> </ul>	<b>Using a historical thinking skill to frame or structure an argument could include:</b> <ul style="list-style-type: none"> <li>Explaining how the expansion of empires such as the Aztecs resulted in conflict between competing kingdoms and ethnic groups.</li> <li>Explaining how the decentralization of Mayan city-states limited the ability of rulers to consolidate their administrations.</li> <li>Explaining increased centralization led to the creation of large monuments and the collection of precious metals and jewelry.</li> </ul> <b>Example of acceptable use of historical reasoning:</b> <ul style="list-style-type: none"> <li><i>“Aztec rulers used warfare and tribute collection to amass wealth that allowed them to build monuments to show their authority.”</i> (Establishes a development that contributed to the centralization of pre-Columbian states in the relevant period. This statement would need to be followed up with at least minimal discussion of the development introduced.)</li> </ul>	<b>Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided:</b> <ul style="list-style-type: none"> <li>Explaining the nuance of an issue by showing that the Mayan city states were prevented from consolidating a large empire through a combination of environmental challenges such as major droughts as well as competition from neighboring states. (Explains nuance, considers both causes and effects, and qualifies an argument)</li> <li>Explaining relevant and insightful connections across time and space, such as demonstrating how the Incan and Aztec empire both expanded their states through a combination of conquest and political alliances, such as the alliance between major Aztec cities. (Explains relevant and insightful connections)</li> <li>Qualifying an argument by demonstrating that while the mound building culture of the Mississippi River Valley built numerous monuments, there is limited evidence demonstrating centralized administration. (Qualifies an argument)</li> <li>Corroborating an argument by demonstrating how the Iroquois confederation’s formation and expansion was a direct response to European colonial expansion into Canada and the Ohio River Valley. (Corroborates an argument, considers both causes and effects)</li> </ul>
	<b>Additional Notes:</b> <ul style="list-style-type: none"> <li>This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.</li> </ul>		

Reporting Category	Scoring Criteria		
<b>Row D</b> <b>Analysis and Reasoning</b>  <b>(0-2 points)</b>	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Uses historical reasoning (e.g., comparison, causation, continuity, and change) to frame or structure an argument that addresses the prompt.	<b>2 points</b> Demonstrates a complex understanding of the historical development that is the focus of the prompt, 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 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 explain how military conflict or conquest was the main cause of religious change in the period circa 1450 to 1750</li> </ul>	<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>
	<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>“The Ottoman Empire repeatedly invaded Southeastern Europe.”</i></li> </ul>	<b>Using a historical thinking skill to frame or structure an argument could include:</b> <ul style="list-style-type: none"> <li>Explaining the ways in which Islamic empires developed policies of religious tolerance.</li> <li>Explaining how European religious institutions often participated in European colonialism.</li> <li>Explaining how new religious practices developed as a result of cross-cultural contacts.</li> </ul> <b>Example of acceptable use of historical reasoning:</b> <ul style="list-style-type: none"> <li><i>“Because of the Muslim principle of toleration of ‘people of the Book,’ the expansion of Islamic gunpowder empires such as the Ottomans and the Mughals was generally accompanied by toleration of ethnic and religious minorities.”</i> (Establishes a development that contributed to religious change in this period. This statement would need to be followed up with at least minimal discussion of the development introduced.)</li> </ul>	<b>Demonstrating complex understanding might include any of the following if appropriate elaboration is provided:</b> <ul style="list-style-type: none"> <li>Explaining the nuance of an issue by demonstrating while Catholic priests often participated in Spanish colonialism, they also often criticized colonial policies such as the mistreatment of indigenous peoples. (Explains nuance, considers both causes and effects, and qualifies an argument)</li> <li>Explaining relevant and insightful connections across time and space, such as demonstrating how competing efforts of territorial expansion by the Ottoman and the Safavid empires resulted in differing religious policies and increased conflict between Sunnis and Shiites. (Explains relevant and insightful connections)</li> <li>Qualifying an argument by demonstrating that while Islamic empires often tolerated religious minority groups, they also created laws that privileged Muslims socially, economically, and politically. (Qualifies an argument)</li> <li>Corroborating an argument by showing how the religious tolerance of the Mughal Emperor Akbar and the British Queen Elizabeth I led to greater political stability. (Corroborates an argument, considers both causes and effects)</li> </ul>
	<b>Additional Notes:</b> <ul style="list-style-type: none"> <li>This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.</li> </ul>		

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 Great Depression showed the limits of free-market capitalism.”</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>“Many communist states abused the rights of their citizens.”</i></li> </ul> <b>Provide a claim that is not historically defensible</b> <ul style="list-style-type: none"> <li><i>“The spread of British imperialism caused the Cold War.”</i></li> </ul>	<b>Responses that earn this point:</b> <ul style="list-style-type: none"> <li>Provide a historically defensible thesis or claim about how the spread of free-market ideas led to economic change in the late twentieth century, with some indication of the reasoning for making that claim OR establish analytic categories of the argument.</li> </ul> <b>Examples that earn this point:</b>  Establish a line of reasoning that evaluates the topic of the prompt <ul style="list-style-type: none"> <li><i>“The spread of free-market ideas in the late twentieth century contributed to the end of the Cold War and the spread of economic liberalization in the former Soviet Union and Eastern Europe.”</i></li> </ul> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <ul style="list-style-type: none"> <li><i>“During the late twentieth century ideas of free trade and economic liberalization spread from Western capitalist economies to socialist economies such as the USSR and China, which led to political and economic changes in many developing states.”</i></li> </ul> Establish a line of reasoning <ul style="list-style-type: none"> <li><i>“Free-market reforms in China led to economic growth.”</i> (Minimally acceptable thesis/claim)</li> </ul>
	<b>Additional Notes:</b> <ul style="list-style-type: none"> <li>The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs).</li> <li>The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period.</li> </ul>	

Reporting Category	Scoring Criteria	
Row B Contextualization	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Describes a broader historical context relevant to the prompt.
(0-1 points)	Decision Rules and Scoring Notes	
	<b>Responses that do not earn this point:</b> <ul style="list-style-type: none"> <li>• Provide an overgeneralized statement about the time period referenced in the prompt.</li> <li>• Provide context that is not relevant to the prompt.</li> <li>• Provide a passing phrase or reference.</li> </ul>	<b>Responses that earn this point:</b> <ul style="list-style-type: none"> <li>• Accurately describe a context relevant to free-market ideas and economic change in the late twentieth century.</li> </ul>
	<b>Examples that do not earn this point:</b> <ul style="list-style-type: none"> <li>• The First or Second World Wars</li> <li>• Nazism</li> <li>• Civil Rights or Human Rights Movements</li> <li>• Technological innovations that are not related to economic activities</li> </ul>	<b>Examples of relevant context that earn this point include the following if appropriate elaboration is provided:</b> <ul style="list-style-type: none"> <li>• Cold War</li> <li>• Neoliberalism</li> <li>• Neocolonialism; economic imperialism</li> <li>• Economic development or underdevelopment</li> <li>• International economic institutions</li> <li>• Globalization</li> <li>• Communism, communist economic policies, or the limits of communist policies</li> <li>• Reagan’s or Thatcher’s economic policies</li> </ul> <b>Example of acceptable contextualization:</b> <ul style="list-style-type: none"> <li>• <i>“The Cold War competition between Western capitalist economies and the socialist economies of the Soviet Union eventually led to the spread of free-market capitalist ideas.”</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>	

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 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>Responses that earn 1 point:</b> <ul style="list-style-type: none"> <li>Identify at least two specific historical examples relevant to free-market ideas or economic change in the late twentieth century.</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>Mikhail Gorbachev</li> <li>Glasnost and perestroika</li> <li>Ronald Reagan</li> <li>Margaret Thatcher</li> <li>Berlin Wall falling</li> <li>Deng Xiaoping</li> <li>Neocolonialism</li> <li>World Bank or IMF</li> <li>Specific developing states that adopted liberal economies in Latin America or Asia</li> <li>Expansion of specific multinational corporations</li> <li>Creation of international trade organizations like NAFTA or ASEAN</li> <li>Economic development or underdevelopment of specific states or regions</li> </ul> <b>Example of a statement that earns 1 point for evidence:</b> <ul style="list-style-type: none"> <li>"Margaret Thatcher weakened the labor unions and privatized several industries in Great Britain."</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 how the spread of free-market ideas led to economic change in the late twentieth century.</li> </ul> <b>Examples that successfully support an argument with evidence:</b> <ul style="list-style-type: none"> <li>"China and India liberalized their economies and adopted mixed socialist-capitalist economies in order to increase foreign investment and economic growth." (Uses multiple, specific pieces of evidence to support the argument regarding how the spread of free-market ideas led to economic change in the late twentieth century)</li> <li>"International economic institutions like the IMF and World Bank required states to adopt free-market policies in order to get loans or forgive debts." (Uses evidence to support the argument regarding how the spread of free-market ideas led to economic change in the late twentieth century)</li> </ul>
	<b>Additional Notes:</b> <ul style="list-style-type: none"> <li>Typically, statements credited as evidence will be more specific than statements credited as contextualization.</li> <li>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> (For example, the development of international institutions promoting free trade like the IMF; the development of individual nations transitioning into a free-market economic system like Russia)		



Reporting Category	Scoring Criteria		
<b>Row D</b> <b>Analysis and Reasoning</b>  <b>(0-2 points)</b>	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Uses historical reasoning (e.g., comparison, causation, continuity, and change) to frame or structure an argument that addresses the prompt.	<b>2 points</b> Demonstrates a complex understanding of the historical development that is the focus of the prompt, 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 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 explain how the spread of free-market ideas led to economic change in the late twentieth century</li> </ul>	<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>
	<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>“Corporations like McDonalds and Coca-Cola expanded to Africa and Asia.”</i></li> </ul>	<b>Using a historical thinking skill to frame or structure an argument could include:</b> <ul style="list-style-type: none"> <li>Explaining the way in which the end of the Cold War led to the spread of free-market ideas.</li> <li>Explaining how the development of multinational corporations expanded in developing nations.</li> <li>Explaining how the development of free-market trade affected regional or national economies.</li> </ul> <b>Example of acceptable use of historical reasoning:</b> <ul style="list-style-type: none"> <li><i>“As the Cold War came to an end, China and Russia restructured their centrally planned economies during the 1980s and 1990s in order to participate more broadly in the global capitalist economic system.”</i> (Establishes a development that contributed to the growth of free-market trade in the relevant period. This statement would need to be followed up with at least minimal discussion of the development introduced.)</li> </ul>	<b>Demonstrating complex understanding might include any of the following if appropriate elaboration is provided:</b> <ul style="list-style-type: none"> <li>Explaining the nuance of an issue by considering how outsourcing and the expansion of multinational corporations often helped to raise living standards in developing countries while also leading to job displacement in developed economies. (Explains nuance, considers both causes and effects, and qualifies an argument)</li> <li>Explaining relevant and insightful connections across time and space, such as explaining the ways in which the end of the Cold War contributed to the perceived triumph of liberal capitalist markets and the ways in which this often brought changes to former communist countries’ economies. (Explains relevant and insightful connections)</li> <li>Qualifying an argument by demonstrating that although free-market economics spread in many parts of the world, criticisms of free-market economics, often influenced by communist or Marxist traditions, endured. (Qualifies an argument)</li> <li>Corroborating an argument by describing how several Pacific Rim states in Asia, such as South Korea and Taiwan, liberalized their economies in order to increase their exports and promote growth. (Corroborates an argument, considers both causes and effects)</li> </ul>
	<b>Additional Notes:</b> <ul style="list-style-type: none"> <li>This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.</li> </ul>		