

Question 3 or 4

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

3. Respond to **parts a, b, and c.**

- a. Describe one similarity between Portuguese and Spanish overseas expansion in the period 1450 to 1650.
- b. Describe one difference between Portuguese and Spanish overseas expansion in the period 1450 to 1650.
- c. Explain one reason why the rise of new colonial powers such as England, France, and the Dutch Republic led to conflicts in the 1600s and 1700s.

4. Respond to **parts a, b, and c.**

- a. Describe one difference between challenges faced by democracies in Europe in the interwar period (1919 to 1939) and challenges faced by democracies in Europe in the post-Second World War period (1945 to 1989).
- b. Describe one similarity between challenges faced by democracies in Europe in the interwar period (1919 to 1939) and challenges faced by democracies in Europe in the post-Second World War period (1945 to 1989).
- c. Explain one reason why democracy spread in Europe in the period 1975 to 2000.

Question 2, 3, or 4 (Long Essay)
Suggested writing time: 40 minutes

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

In your response you should do the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using at least two pieces of specific and relevant evidence.
- Use historical reasoning (e.g., comparison, causation, continuity or change over time) to frame or structure an argument that addresses the prompt.
- Demonstrate a complex understanding of a historical development related to the prompt through sophisticated argumentation and/or effective use of evidence.

2. Evaluate the most significant change in European art during the period 1450 to 1700.

3. Evaluate the most significant change in international relations within Europe during the period 1789 to 1815.

4. Evaluate the most significant economic change in Europe during the period 1945 to 1989.

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.

Reporting Category	Scoring Criteria	
Row A Thesis/Claim [0-1 points]	0 points Does not meet the criteria for one point.	1 point Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.
Decision Rules and Scoring Notes		
	Responses that do not earn this point: <ul style="list-style-type: none"> Are not historically defensible. Only restate or rephrase the prompt. Do not respond to the prompt. Do not establish a line of reasoning. Are overgeneralized. 	Responses that earn this point: <ul style="list-style-type: none"> Provide a historically defensible thesis or claim about changes in European art in the period 1450 to 1700. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument.
	Examples that do not earn this point: Provide a restatement of the prompt <ul style="list-style-type: none"> <i>“There were major changes in European art in the period 1450 to 1700.”</i> Provide a historically defensible claim, but do not establish a line of reasoning <ul style="list-style-type: none"> <i>“Religion was no longer the main motivator to produce art.”</i> Do not provide a historically defensible claim <ul style="list-style-type: none"> <i>“The most important artistic shift was towards abstract portrayals.”</i> Restate the prompt or are overgeneralized <ul style="list-style-type: none"> <i>“The visual arts experienced such a great change in the period that it has been called a Renaissance or re-birth.”</i> 	Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt <ul style="list-style-type: none"> <i>“Although the period saw a continued stress on religious themes, there was also a shift toward art being commissioned by merchants and secular authorities.”</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <ul style="list-style-type: none"> <i>“The most significant change in European art was a revival of classical styles as well as a focus on more secular subjects.”</i> Establish a line of reasoning <ul style="list-style-type: none"> <i>“The most important change in European art in the period was a movement towards more realistic portrayals of people and things.”</i> [Minimally acceptable thesis/claim]
	Additional Notes: <ul style="list-style-type: none"> 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]. The thesis or claim must identify a relevant development[s] in the period, although it is not required to encompass the entire period. 	

Reporting Category	Scoring Criteria	
Row B Contextualization	0 points Does not meet the criteria for one point.	1 point Describes a broader historical context relevant to the prompt.
[0-1 points]	Decision Rules and Scoring Notes	
	<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> Provide an overgeneralized statement about the time period referenced in the prompt. Provide context that is not relevant to the prompt. Provide a passing phrase or reference. <p>Examples that do not earn this point:</p> <p>Provide an overgeneralized statement about the time period referenced in the prompt.</p> <ul style="list-style-type: none"> <i>“Art has always been important to powerful religious and political figures.”</i> <p>Provide only a passing phrase or reference</p> <ul style="list-style-type: none"> <i>“The Renaissance marked an important change in European artistic style.”</i> 	<p>Responses that earn this point:</p> <ul style="list-style-type: none"> Accurately describe a context relevant to changes in European art in the period 1450 to 1700. <p>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> Church patronage of medieval and Renaissance art Descriptions of Medieval art styles/themes Disruptions of the Late Middle Ages [e.g., Black Death, etc.] The printing press and the subsequent spread of new ideas Social and political conditions in Renaissance Italy The growing wealth of the mercantile classes in Europe [e.g., in the Dutch Republic, in Italy] The increasing power of monarchs and their influence as patrons Humanism [classical and Christian] and humanist thinkers [e.g., Petrarch] Protestant-Catholic split and religious conflicts The recovery and imitation of classical art styles/techniques <p>Example of acceptable contextualization:</p> <ul style="list-style-type: none"> <i>“Commercial expansion in Europe was creating excess wealth for some members of society, who began to spend more of their money on art.”</i> <i>“Prior to the Renaissance, the Church largely controlled the creation of art.”</i> [Minimally acceptable contextualization]
	<p>Additional Notes:</p> <ul style="list-style-type: none"> The response must describe broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question that are relevant to the topic of the prompt. To earn this point, the context provided must be more than a phrase or reference. 	

Reporting Category	Scoring Criteria		
Row C Evidence [0-2 points]	0 points Does not meet the criteria for one point.	1 point Provides specific examples of at least two pieces of evidence relevant to the topic of the prompt.	2 points Supports an argument in response to the prompt using at least two pieces of specific and relevant evidence.
	Decision Rules and Scoring Notes		
	Responses that do not earn points: <ul style="list-style-type: none"> Identify a single piece of evidence. Provide evidence that is not relevant to the topic of the prompt. Provide evidence that is outside the time period or region specified in the prompt. Repeat information that is specified in the prompt. Examples that do not earn points: Provide evidence that is outside the time period <ul style="list-style-type: none"> <i>“David’s paintings of the French Revolution and Napoleon were an example of art being created for political purposes.”</i> 	Responses that earn 1 point: <ul style="list-style-type: none"> Identify at least two specific historical examples relevant to changes in European art in the period 1450 to 1700. Examples of evidence that are specific and relevant include the following [two examples required]: <ul style="list-style-type: none"> Mannerism Baroque art and the Catholic Reformation Simplicity of Protestant art/churches Humanism Portraiture/self-portraits Depictions of peasants/common people/emphasis on everyday life in art Art patronage by church and secular authorities The Dutch “Golden Age” and its effects on the arts Use of perspective, new painting techniques Emphasis on anatomical accuracy Individual Renaissance/Baroque artists [with at least some elaboration beyond mentioning their names] Individual works of art Examples of Renaissance and Baroque themes in architecture New genres and themes in literature The emergence of the Northern Renaissance The influence of exploration and scientific discoveries Example of a statement that earns one point for evidence: <ul style="list-style-type: none"> <i>“Many artists began to focus on scenes of everyday life, like Brueghel’s’ paintings of peasants or Steen’s pictures of merchants’ houses.”</i> [Mention of two different artists and their subjects is credited as two distinct pieces of evidence] 	Responses that earn 2 points: <ul style="list-style-type: none"> Use at least two specific historical examples to support an argument regarding changes in European art in the period 1450 to 1700. Examples that successfully support an argument with evidence: <ul style="list-style-type: none"> <i>“The increased importance of secular patronage of art can be seen in numerous Italian Renaissance statues and portraits of members of important families like the Medici.”</i> [Uses evidence to support an argument about the shift in support for the arts] <i>“Da Vinci’s and Michelangelo’s portrayals of people emphasized the physical rather than the spiritual aspects of human existence.”</i> [Uses evidence to support an argument about the change in focus of the arts] <i>“Palaces like Versailles began to surpass churches and cathedrals as the most impressive buildings, indicating how patronage changed over the period.”</i> [Uses evidence to support an argument about changing patterns of patronage and changing purposes for the arts]

Additional Notes:

- Typically, statements credited as evidence will be more specific than statements credited as contextualization.
- If a response has a multipart argument, then it can meet the threshold of two pieces of evidence by giving one example for one part of the argument and another example for a different part of the argument, but the total number of examples must still be at least two.

Reporting Category	Scoring Criteria		
Row D Analysis and Reasoning [0-2 points]	0 points Does not meet the criteria for one point.	1 point Uses historical reasoning [e.g., comparison, causation, continuity, and change] to frame or structure an argument that addresses the prompt.	2 points Demonstrates a complex understanding of the historical development that is the focus of the prompt through sophisticated argumentation and/or effective use of evidence.
	Decision Rules and Scoring Notes		
	Responses that do not earn points: <ul style="list-style-type: none"> May include evidence but offer no reasoning to connect the evidence to an argument. May assert the use of historical reasoning but does not use it to frame or structure an argument. 	Responses that earn 1 point: <ul style="list-style-type: none"> Must demonstrate the use of historical reasoning to frame or structure an argument about changes in European art in the period 1450 to 1700. The reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking specificity. 	Responses that earn 2 points: May demonstrate a complex understanding through sophisticated argumentation that is relevant to the prompt. This may be done in a variety of ways, such as: <ul style="list-style-type: none"> Explaining multiple themes or perspectives to explore complexity or nuance; OR Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR Explaining both cause and effect, both similarity and difference, or both continuity and change; OR Explaining relevant and insightful connections within and across periods or geographical areas. These connections should clearly relate to an argument that responds to the prompt. May demonstrate a complex understanding through effective use of evidence relevant to an argument that addresses the prompt. This may be done in a variety of ways that might include: <ul style="list-style-type: none"> Explaining how multiple pieces of specific and relevant evidence [at least four] support a nuanced or complex argument that responds to the prompt; OR Using evidence effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt.
	Examples that do not earn points: Provide evidence but offer no reasoning to connect the evidence to an argument	Using a historical reasoning process to frame or structure an argument could include: <ul style="list-style-type: none"> Using comparative reasoning to explain regional differences in changes in European art in the period 1450 to 1700. Structuring an argument thematically to discuss social, religious, or political trends that led to changes in European art in the period 1450 to 1700. 	Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided: <ul style="list-style-type: none"> Explaining how changes art took place differently in different regions of Europe, for instance by explicitly comparing Catholic Europe to Protestant Europe. [Explains nuance, by considering multiple variables] Makes a sustained and accurate comparison of changes in European art in the period with further changes in the period after 1700.

<ul style="list-style-type: none"> “Kings, such as Louis XIV, commissioned numerous statues and portraits of themselves.” 	<p>Example of acceptable use of historical reasoning:</p> <ul style="list-style-type: none"> “In more commercially oriented countries like Italy, England, and the Netherlands, changes to art happened more quickly.” [This statement would need to be followed with at least a minimal elaboration of this reasoning.] “The growing power and wealth of both merchants and secular rulers encouraged a shift in focus away for purely religious themes.” [This statement would need to be followed up with at least a minimal elaboration of this reasoning.] 	<p>[Explaining relevant and insightful connections within and across periods]</p> <ul style="list-style-type: none"> Evaluating whether there were continuities in European art over the period whose significance outweighed any changes. [Explores both continuity and change] Uses four distinct pieces of Renaissance art to develop a complex argument about how secular themes were the most significant change in the period. [Explaining how multiple pieces of specific and relevant evidence [at least four] support a nuanced or complex argument] Considering the significance of more than one possible change, for instance changes in subject matter and changes in sources of support, before ultimately arguing in favor of one as the most significant. [Using evidence effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt]
<p>Additional Notes:</p> <ul style="list-style-type: none"> To earn the first point for analysis and reasoning, the response must use historical reasoning to structure a response to the prompt, although the reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking in specificity. This complex understanding must be part of the argument and may be demonstrated in any part of the response. While it is not necessary for this complex understanding to be woven throughout the response, it must be more than merely a phrase or reference. 		

Question 3: Long Essay Question, French Rev. and changes in international relations

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 international relations within Europe during the period 1789 to 1815.

Reporting Category	Scoring Criteria	
Row A Thesis/Claim [0-1 points]	0 points Does not meet the criteria for one point.	1 point Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.
Decision Rules and Scoring Notes		
	Responses that do not earn this point: <ul style="list-style-type: none"> Are not historically defensible. Only restate or rephrase the prompt. Do not respond to the prompt. Do not establish a line of reasoning. Are overgeneralized. 	Responses that earn this point: <ul style="list-style-type: none"> Provide a historically defensible thesis or claim about the most significant change in European international relations during the period 1789 to 1815. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument.
	Examples that do not earn this point: Provide a restatement of the prompt <ul style="list-style-type: none"> <i>“The French Revolution altered international relations dramatically.”</i> Provide a historically defensible claim, but do not establish a line of reasoning <ul style="list-style-type: none"> <i>“Napoleon increased the level of tension in international relations.”</i> Do not provide a historically defensible claim <ul style="list-style-type: none"> <i>“The Revolution led to the lasting establishment of representative governments throughout Europe.”</i> Are overgeneralized <ul style="list-style-type: none"> <i>“The events of the years 1789-1815 overthrew the existing international order.”</i> 	Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt <ul style="list-style-type: none"> <i>“Even though the French Revolution challenged the existing political order in Europe, in the end the conservative monarchies reinforced their power by establishing the Concert of Europe.”</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <ul style="list-style-type: none"> <i>“The Napoleonic Wars had the effect of uniting much of Europe against France by attacking established monarchies and encouraging the growth of nationalism.”</i> Establish a line of reasoning <ul style="list-style-type: none"> <i>“The most significant change in the period was the spread of French revolutionary ideas.”</i> [Minimally acceptable thesis/claim]
Additional Notes: <ul style="list-style-type: none"> 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]. The thesis or claim must identify a relevant development[s] in the period, although it is not required to encompass the entire period. 		

Reporting Category	Scoring Criteria	
Row B Contextualization	0 points Does not meet the criteria for one point.	1 point Describes a broader historical context relevant to the prompt.
[0-1 points]	Decision Rules and Scoring Notes	
	<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • Provide an overgeneralized statement about the time period referenced in the prompt. • Provide context that is not relevant to the prompt. • Provide a passing phrase or reference. <p>Examples that do not earn this point:</p> <p>Do not provide context relevant to the topic of the prompt</p> <ul style="list-style-type: none"> • <i>“Europe’s religious divisions continued in this period.”</i> <p>Provide a passing phrase or reference</p> <ul style="list-style-type: none"> • <i>“The period 1789 to 1815 was a time of war and conflict.”</i> <p>Provide an overly generalized attempt at contextualization</p> <ul style="list-style-type: none"> • <i>“International relations had always been tense in Europe.”</i> 	<p>Responses that earn this point:</p> <ul style="list-style-type: none"> • Accurately describe a context relevant to changes in European international relations during the period 1789 to 1815. <p>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> • Factors contributing to the outbreak of the French Revolution • Developments of the French Revolution internal to France • Absolutism • Eighteenth-century alliances and balance of power • The effects of the military revolution • Territorial and colonial competition prior to the Revolution • Established geopolitical rivalries [Britain vs. France, rise of Prussia] • The Enlightenment/Enlightenment Ideals • Enlightened Despotism • Conservatism / reactions to the French Revolution • Romanticism • The American Revolution • Early industrialization <p>Example of acceptable contextualization:</p> <ul style="list-style-type: none"> • <i>“Prior to the Revolutionary period, foreign relations were controlled by monarchs and their ministers.”</i> • <i>“The revolution that began in France would ultimately affect every European country.”</i> [Minimally acceptable contextualization]
	<p>Additional Notes:</p> <ul style="list-style-type: none"> • The response must describe broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question that are relevant to the topic of the prompt. • To earn this point, the context provided must be more than a phrase or reference. 	

Reporting Category	Scoring Criteria		
Row C Evidence [0-2 points]	0 points Does not meet the criteria for one point.	1 point Provides specific examples of at least two pieces of evidence relevant to the topic of the prompt.	2 points Supports an argument in response to the prompt using at least two pieces of specific and relevant evidence.
	Decision Rules and Scoring Notes		
	Responses that do not earn points: <ul style="list-style-type: none"> Identify a single piece of evidence. Provide evidence that is not relevant to the topic of the prompt. Provide evidence that is outside the time period or region specified in the prompt. Repeat information that is specified in the prompt. Examples that do not earn points: Provide evidence that is outside the time period or region <ul style="list-style-type: none"> <i>“The Second Industrial Revolution spread the economic benefits of industry throughout Europe.”</i> 	Responses that earn 1 point: <ul style="list-style-type: none"> Identify at least two specific historical examples relevant to economic change in Europe during the period 1945 to 1989. Examples of evidence that are specific and relevant include the following [two examples required]: <ul style="list-style-type: none"> The “economic miracle” of postwar West Germany Growth in cradle-to-grave welfare state protections United States aid and support [Marshall Plan] Formation of the communist bloc and COMECON Western European economic integration Creation of precursors to the EU Oil-price shocks and economic downturn of the 1970s Attempts to hold on to colonies after decolonization Economic stagnation and political unrest in Eastern Europe, leading to the collapse of communism Migrant workers in Europe; changes to migration policies De-industrialization and the shift to service economies Multi-national corporations Women’s greater access to professional careers Post-World War II baby boom in Europe Example of a statement that earns one point for evidence: <ul style="list-style-type: none"> <i>“West Germany in particular had rapid economic growth in the 50s and 60s and needed millions of foreign ‘guest workers’ to support its economy.”</i> 	Responses that earn 2 points: <ul style="list-style-type: none"> Use at least two specific historical examples to support an argument regarding the most significant economic change in Europe during the period 1945 to 1989. Examples that successfully support an argument with evidence: <ul style="list-style-type: none"> <i>“After the war, many European governments took control of major industries, especially in Eastern Europe, marking a major shift from free-market capitalism.”</i> [Uses evidence to support an argument about the most significant economic change in Europe during the period 1945 to 1989] <i>“Western European countries sought to encourage growth and trade by lowering tariffs and other barriers and gradually forming a unified economy where people and goods could move freely across national borders.”</i> [Uses evidence to support an argument about the most significant economic change in Europe during the period 1945 to 1989] <i>“As oil prices surged in the 1970s, many Western European countries’ economies suffered major downturns after a long period of growth.”</i> [Uses evidence to support an argument about the most significant economic change in Europe during the period 1945 to 1989]
	Additional Notes: <ul style="list-style-type: none"> Typically, statements credited as evidence will be more specific than statements credited as contextualization. If a response has a multipart argument, then it can meet the threshold of two pieces of evidence by giving one example for one part of the argument and another example for a different part of the argument, but the total number of examples must still be at least two. 		