

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

**Suggested writing time: 40 minutes**

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

In your response you should do the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
  - Describe a broader historical context relevant to the prompt.
  - Support an argument in response to the prompt using specific and relevant examples of evidence.
  - Use historical reasoning (e.g., comparison, causation, continuity or change over time) to frame or structure an argument that addresses the prompt.
  - Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.
- 
2. Evaluate the most significant difference between the Protestant Reformation and the subsequent Catholic Reformation.
  3. Evaluate the most significant difference between the first Industrial Revolution and the second Industrial Revolution.
  4. Evaluate the most significant difference between the economic effects of the First World War and the economic effects of the Second World War.

---

**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.

<p><b>Examples that do not earn points:</b></p> <p><b>Provide evidence but offer no reasoning to connect the evidence to an argument</b></p> <ul style="list-style-type: none"> <li>• <i>“The anabaptists challenged Catholic ideas on the rite of baptism.”</i></li> </ul>	<p><b>Using a historical thinking skill to frame or structure an argument could include:</b></p> <ul style="list-style-type: none"> <li>• Using comparative reasoning to explain significant cultural, economic, political, or intellectual differences between the religious ideas of the Protestant Reformation and the religious ideas of the Catholic Reformation.</li> <li>• Structuring an argument thematically to highlight the differences between Protestant and Catholic Reformation ideas across themes.</li> <li>• Arranging an argument to recount differences over the course of the period showing change over time.</li> </ul> <p><b>Examples of acceptable use of historical reasoning:</b></p> <ul style="list-style-type: none"> <li>• <i>“The reliance on the Bible as the sole source of religious authority was a key difference in Protestant ideas.”</i> (Uses comparative reasoning to explain a significant difference between the religious ideas of the Protestant Reformation and the religious ideas of the Catholic Reformation. This statement would need to be followed with at least a minimal elaboration of this reasoning.)</li> <li>• Religious figures of the Protestant Reformation wished to reform Christianity even if it meant destroying the existing church, but Catholic reformers, while they wanted change too, were also interested in preserving what they considered to be key aspects of Catholicism. (Uses causal reasoning to explain a significant difference between the religious ideas of the Protestant Reformation and the religious ideas of the Catholic Reformation. This statement would need to be followed up with at least a minimal elaboration of this reasoning.)</li> </ul>	<p><b>Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided:</b></p> <ul style="list-style-type: none"> <li>• Explaining how the differences between the two religious movements persisted into later periods or contributed to later political or religious developments, for instance the contrast between absolutism and constitutionalism in the 1600s. (Provides insightful connections within and across periods.)</li> <li>• Explaining regional differences in the two religious movements, for instance differences between Protestantism in France and in England. (Explains nuance, multiple variables.)</li> <li>• Evaluating whether the differences between the two movements were more significant than the similarities, for instance by considering the effects of both movements on secular structures of power. (Qualifies or modifies an argument.)</li> <li>• Considering more than one social/intellectual/political difference between the two movements in the course of establishing one as more significant than other differences explicitly discussed. (Confirms the validity of an argument by corroborating multiple perspectives across themes.)</li> </ul>
<p><b>Additional Notes:</b> This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.</p>		

### Question 3: Long Essay Question, First vs. Second Industrial Revolution

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 difference between the first Industrial Revolution and the second Industrial Revolution.

Reporting Category	Scoring Criteria	
<b>Row A</b> <b>Thesis/Claim</b>  <b>(0–1 points)</b>	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.
<b>Decision Rules and Scoring Notes</b>		
	<b>Responses that do not earn this point:</b> <ul style="list-style-type: none"> <li>Are not historically defensible.</li> <li>Only restate or rephrase the prompt.</li> <li>Do not respond to the prompt.</li> <li>Do not establish a line of reasoning.</li> <li>Are overgeneralized.</li> </ul>	<b>Responses that earn this point:</b> Provide a historically defensible thesis or claim about the most significant difference between the first Industrial Revolution and the second Industrial Revolution. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.
	<b>Examples that do not earn this point:</b>  <b>Do not focus on the topic of the prompt</b> <ul style="list-style-type: none"> <li><i>“The most significant difference between the two Revolutions was the effect of the Enlightenment.”</i></li> </ul> <b>Do not provide a historically defensible claim</b> <ul style="list-style-type: none"> <li><i>“The most significant difference was the spread of industry to Britain during the second.”</i></li> </ul> <b>Provide a historically defensible claim, but do not establish a line of reasoning</b> <ul style="list-style-type: none"> <li><i>“The Second Industrial Revolution had a major effect on Europe’s economy.”</i></li> </ul> <b>Restate the prompt or are overgeneralized</b> <ul style="list-style-type: none"> <li><i>“The First and Second Industrial revolutions were very different.”</i></li> </ul>	<b>Examples that earn this point:</b>  <b>Establish a line of reasoning that evaluates the topic of the prompt</b> <ul style="list-style-type: none"> <li><i>“The most significant difference between the two industrial revolutions was that the First was powered by coal, while the second expanded into the use of petroleum and the generation of electrical power.”</i></li> </ul> <b>Establish a line of reasoning that evaluates the topic of the prompt with analytic categories</b> <ul style="list-style-type: none"> <li><i>“The most significant difference was that the First expanded existing production while the second created new products and more specialized types of manufacturing.”</i></li> </ul> <b>Establish a line of reasoning</b> <ul style="list-style-type: none"> <li><i>“The most significant difference in the two revolutions was that the second spread to a broader area of Europe.”</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	
<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>Responses that earn this point:</b> Accurately describe a context relevant to the difference between the first Industrial Revolution and the second Industrial Revolution.
	<b>Examples that do not earn this point:</b>  <b>Provide an overly generalized attempt at contextualization</b> <ul style="list-style-type: none"> <li><i>“There were numerous new inventions in the 1800s.”</i></li> <li><i>“Before industrialization, things were made by hand.”</i></li> </ul> <b>Provide a passing phrase or reference</b> <ul style="list-style-type: none"> <li><i>“The Industrial Revolution was a big change.”</i></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>Increased commercial activity</li> <li>Urbanization and worker migration patterns</li> <li>Agricultural revolution of the 18<sup>th</sup> century</li> <li>Factors enabling early industrialization in Britain (markets, financial institutions, transportation networks)</li> <li>Watt and the steam engine</li> <li>Military competition among great powers</li> <li>Growth of railroads</li> <li>Development of the middle class</li> <li>Wage labor and the factory system</li> <li>Geographic differences in resources and economic development</li> <li>Piece work and the putting out system</li> <li>Expansion of consumer opportunities and the development of new institutions like the department store</li> </ul> <b>Examples of acceptable contextualization:</b> <ul style="list-style-type: none"> <li><i>“The increase in the size of cities during the 1700s provided a larger labor pool for the new factories that were being built for mass production of goods such as textiles.”</i></li> <li><i>“An emerging middle class that earned its living off of factory labor owned most of the means of production.”</i></li> <li><i>“England’s natural resources allowed it to industrialize early. (Minimally acceptable contextualization.)</i></li> </ul>
	<b>Additional Notes:</b> <ul style="list-style-type: none"> <li>The response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question.</li> <li>To earn this point, the context provided must be more than a phrase or reference.</li> </ul>	

Reporting Category	Scoring Criteria		
<b>Row C Evidence</b>  <b>(0–2 points)</b>	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Provides specific examples of evidence relevant to the <b>topic</b> of the prompt.	<b>2 points</b> Supports an <b>argument</b> in response to the prompt using specific and relevant examples of evidence.
	<b>Decision Rules and Scoring Notes</b>		
	<b>Responses that do not earn points:</b> <ul style="list-style-type: none"> <li>Identify a single piece of evidence.</li> <li>Provide evidence that is not relevant to the topic of prompt.</li> <li>Provide evidence that is outside the time period or region specified in the prompt.</li> <li>Repeat information that is specified in the prompt.</li> </ul> <b>Examples that do not earn points:</b> <b>Provide evidence that is outside the time period</b> <ul style="list-style-type: none"> <li><i>“Scientists such as Isaac Newton developed laws of mechanics.”</i></li> </ul>	<b>Responses that earn 1 point:</b> <u>Identify at least two specific historical examples</u> relevant to the topic of the difference between the first Industrial Revolution and the second Industrial Revolution.  <b>Examples of evidence that are specific and relevant include the following (two examples required):</b> <ul style="list-style-type: none"> <li>The use of mechanization in textile manufacturing</li> <li>Growth of advertising and consumerism</li> <li>Greater leisure opportunities</li> <li>The growth of transportation and trade networks</li> <li>The sponsorship of industrial development by states such as Prussia</li> <li>Increasing scale and complexity of industrial processes</li> <li>Lagging industrialization in Southern and Eastern Europe</li> <li>Urban growth—problems and solutions</li> <li>Expansion of organized labor and labor activism</li> <li>Karl Marx and Frederick Engels</li> <li>Department stores</li> <li>New chemical processes</li> <li>The Bessemer process</li> </ul> <b>Example of a statement that earns one point for evidence:</b> <ul style="list-style-type: none"> <li><i>“The expansion of railroads and the use of steamships meant that manufactured goods and raw materials could be transported quickly and cheaply inside and outside of Europe, helping to expand consumerism.”</i> (Mention of technological advances and mention of the growth of consumerism count as two separate pieces of evidence.)</li> </ul>	<b>Responses that earn 2 points:</b> <u>Use at least two specific historical examples</u> to support an argument regarding the difference between the first Industrial Revolution and the second Industrial Revolution.  <b>Examples that successfully support an argument with evidence:</b> <ul style="list-style-type: none"> <li><i>“When people first moved into factory work the labor was low-paid, but by the late 1800s work and manufacturing became more specialized and wages increased.”</i> (Functions as part of an argument that the second Industrial Revolution was more beneficial to the working class.)</li> <li><i>“Marx’s words inspired a movement to improve the conditions of workers. German authorities implemented new laws providing insurance and pensions for workers as a way of stopping revolutionary worker unrest.”</i> (Presents a topic sentence making a general statement about the effects of Marx’s ideas followed by two specific examples.)</li> <li><i>“The Bessemer process enabled the mass-manufacture of steel, enabling the production of new goods and transforming the production of key industrial materials like turbines and railways.”</i> (Presents a piece of evidence about steel and links it to an argument about the importance of steel manufacturing in the second Industrial Revolution.)</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>		

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)	<b>Decision Rules and Scoring Notes</b>	
	<b>Responses that do not earn this point:</b> <ul style="list-style-type: none"><li>Provide an overgeneralized statement about the time period referenced in the prompt.</li><li>Provide context that is not relevant to the prompt.</li><li>Provide a passing phrase or reference.</li></ul> <b>Examples that do not earn this point:</b> <b>Provide an overly generalized attempt at contextualization</b> <ul style="list-style-type: none"><li><i>“The two wars were very destructive.”</i></li><li><i>“Europe went through lots of economic ups and downs.”</i></li></ul> <b>Provide a passing phrase or reference</b> <ul style="list-style-type: none"><li><i>“Industry was important to war production.”</i></li></ul>	<b>Responses that earn this point:</b> Accurately describe a context relevant to the difference between the economic effects of the First World War and the economic effects of the Second World War.  <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>Industrialization of Europe before 1914</li><li>Nationalism and imperialism</li><li>Decolonization</li><li>Political radicalism</li><li>Marxism and other socialist ideas</li><li>Alliance systems</li><li>Industrial reform movements</li><li>Labor patterns prior to the First World War</li><li>Air raids on civilian and industrial targets/ war damage</li></ul> <b>Examples of acceptable contextualization:</b> <ul style="list-style-type: none"><li><i>“Europe before World War I was experiencing a major period of economic growth spurred by the Second Industrial Revolution.”</i></li><li><i>“International rivalries and a system of alliances led to the outbreak of World War I.”</i> (Minimally acceptable contextualization)</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 prompt.</li> <li>Provide evidence that is outside the time period or region specified in the prompt.</li> <li>Repeat information that is specified in the prompt.</li> </ul> <b>Examples that do not earn points:</b> <b>Provide evidence that is outside the time period</b> <ul style="list-style-type: none"> <li><i>“The unification of Germany made it an economic powerhouse.”</i></li> </ul>	<b>Responses that earn 1 point:</b> <u>Identify at least two specific historical examples</u> relevant to the topic of the difference between the economic effects of the First World War and the economic effects of the Second World War.  <b>Examples of evidence that are specific and relevant include the following (two examples required):</b> <ul style="list-style-type: none"> <li>The European Economic Community / European Union</li> <li>The “Economic Miracle”</li> <li>The Great Depression</li> <li>COMECON</li> <li>Austerity/rationing during and after both wars</li> <li>Destruction of industry and cities in World War II</li> <li>Economic role of the United States in Europe (Dawes Plan after World War I, Marshall Plan after World War II)</li> <li>Growth of postwar consumerism</li> <li>The role of women in war production</li> <li>The growth of the welfare state</li> <li>Hyperinflation in Germany after World War I</li> <li>Reparations payments</li> </ul> <b>Example of a statement that earns one point for evidence:</b> <ul style="list-style-type: none"> <li><i>“In both wars, women took on new roles in the economy, working in weapons production and also in agriculture.”</i> (Mention of two separate types of war work counts as two pieces of evidence.)</li> </ul>	<b>Responses that earn 2 points:</b> <u>Use at least two specific historical examples</u> to support an argument regarding the difference between the economic effects of the First World War and the economic effects of the Second World War.  <b>Examples that successfully support an argument with evidence:</b> <ul style="list-style-type: none"> <li><i>“When the Second World War ended, the US pushed Western Europe to greater economic cooperation through the Marshall plan and encouraging the Coal and Steel pact, in contrast to the more isolationist policies implemented after the First World War.”</i> (Functions as part of an argument that the Second World War led to greater economic integration)</li> <li><i>“While Germany had requisitioned labor in the First World War in occupied territory, during the Second, Nazi Germany created a vast system of slave labor camps particularly focused on exploiting people the Nazis deemed racially inferior.”</i> (Functions as part of an argument that the Second World War had a greater effect on civilian economic lives)</li> <li><i>“The creation of the NHS and other welfare state provisions in Britain was in contrast to the Post-WWI failure to create what was called a ‘land fit for heroes’ but really just marked an attempt to return to the status quo.”</i> (Presents a piece of evidence about the NHS and links it to the post-WWI economy)</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>		