

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

In your response you should do the following:

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

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**2.** In the period circa 1450 to 1750, new connections between world regions led to the movement or transfer of people, animals, plants, and pathogens.

Develop an argument that evaluates the extent to which such movements or transfers led to demographic, cultural, or social changes across the Atlantic region during this period.

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**3.** During the eighteenth century, Enlightenment philosophers developed new ideas about individual rights and the role of governments.

Develop an argument that evaluates the extent to which Enlightenment ideas encouraged movements for political change and/or social reform during the period circa 1750 to 1900.

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**4.** During the twentieth century, competing political and economic interests along with intense nationalism contributed to global conflicts.

Develop an argument that evaluates the extent to which nationalism was the most important factor contributing to global conflict during this period.

**STOP**

**END OF EXAM**

### Question 3: Long Essay Question, Enlightenment and Reform Movements

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the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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.

During the eighteenth century, Enlightenment philosophers developed new ideas about individual rights and the role of governments.

Develop an argument that evaluates the extent to which Enlightenment ideas encouraged movements for political change and/or social reform during the period circa 1750 to 1900.

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.
<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>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> <p><b>Examples that do not earn this point:</b></p> <p><b>Provide a restatement of the prompt</b></p> <ul style="list-style-type: none"> <li><i>"Enlightenment ideas prompted many people to campaign for political and social reforms."</i></li> </ul> <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>"The Enlightenment included new political ideas about natural rights."</i></li> </ul> <p><b>Provide a claim that is not historically defensible</b></p> <ul style="list-style-type: none"> <li><i>"The Enlightenment idea of mercantilism was adopted by many political leaders."</i></li> </ul>	<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>Provide a historically defensible thesis or claim about the extent to which Enlightenment ideas encouraged movements for political change and/or social reform during the period circa 1750 to 1900. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument.</li> </ul> <p><b>Examples that earn this point:</b></p> <p><b>Establish a line of reasoning that evaluates the topic of the prompt</b></p> <ul style="list-style-type: none"> <li><i>"Social reform movements were facilitated by the Enlightenment as can be seen from the abolition movement and its focus on natural rights."</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>"Many nineteenth-century political movements—for example liberalism—incorporated key Enlightenment ideas, such as its emphasis on reason and tolerance and its distrust of organized religion, but other nineteenth-century political movements—for example socialism—rejected some of the ideas of the Enlightenment, such as the idea that private property was something that should be protected and preserved at all costs."</i></li> </ul> <p><b>Establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li><i>"Reform movements were based on Enlightenment ideas like using reason to make society more equal."</i> [Minimally acceptable thesis/claim]</li> <li><i>"Enlightenment ideas encouraged movements for political change through the American Revolution and the French Revolution."</i> [Minimally acceptable thesis/claim]</li> </ul>	
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs).</li> <li>The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period.</li> </ul>		

Reporting Category	Scoring Criteria	
Row B Contextualization  (0–1 points)	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Describes a broader historical context relevant to the prompt.
<b>Decision Rules and Scoring Notes</b>		
<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>“New technology such as the telegraph helped governments better control their territories.”</i></li> </ul> <p><b>Provide a passing phrase or reference</b></p> <ul style="list-style-type: none"> <li><i>“Voltaire was an Enlightenment philosopher.”</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 Enlightenment ideas, political change, or social reform during the period circa 1750 to 1900.</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>French Revolution and Atlantic Revolutions</li> <li>Specific thinkers, such as Voltaire, Rousseau, Locke, Wollstonecraft</li> <li>Classic liberalism, democratic ideals, expansion of suffrage</li> <li>Scientific Revolution</li> <li>Debates about women’s role in society</li> <li>Non-Western societies and desire to modernize</li> <li>Industrialization</li> <li>Global capitalism</li> <li>Socialism, communism, labor unions</li> <li>Anti-slave trade and abolitionism movements, end of serfdom</li> <li>Nationalism</li> <li>Urbanization</li> <li>Expansion of literacy, education</li> </ul> <p><b>Example of acceptable contextualization:</b></p> <ul style="list-style-type: none"> <li><i>“Enlightenment philosophies focused on new ways of understanding and empiricist approaches that grew out of the Scientific Revolution and applied them to human relationships.”</i></li> <li><i>“Debates about women’s roles in society led to a movement to give women the right to vote.”</i> [Minimally acceptable contextualization]</li> </ul>
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>The response must describe broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question that are relevant to the topic of the prompt.</li> <li>To earn this point, the context provided must be more than a phrase or reference.</li> </ul>		

Reporting Category	Scoring Criteria		
Row C Evidence (0–2 points)	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Provides specific examples of at least <b>two</b> pieces of evidence relevant to the <b>topic</b> of the prompt.	<b>2 points</b> Supports an <b>argument</b> in response to the prompt using at least <b>two</b> pieces of specific and relevant evidence.
<b>Decision Rules and Scoring Notes</b>			
<b>Responses that do not earn points:</b> <ul style="list-style-type: none"> <li>Identify a single piece of evidence.</li> <li>Provide evidence that is not relevant to the topic of the prompt.</li> <li>Provide evidence that is outside the time period or region specified in the prompt.</li> <li>Repeat information that is specified in the prompt.</li> </ul> <p><b>Examples that do not earn points:</b></p> <p><b>Provide evidence that is outside the time period</b></p> <ul style="list-style-type: none"> <li><i>"Movements that overthrew communist governments in Eastern Europe and the USSR drew on ideas of individual rights."</i></li> </ul>	<b>Responses that earn 1 point:</b> <ul style="list-style-type: none"> <li>Identify at least two specific historical examples relevant to Enlightenment ideas, political change, or social reform movements during the period circa 1750 to 1900.</li> </ul> <p><b>Examples of evidence that are specific and relevant include the following (two examples required):</b></p> <ul style="list-style-type: none"> <li>Declaration of Independence, "Declaration of Rights of Man and Citizen," "Letter from Jamaica"</li> <li>Philosophers such as Voltaire, Rousseau, John Locke</li> <li>French Revolution and Atlantic Revolutions</li> <li>Abolition of slavery</li> <li>Abolition of serfdom</li> <li>Socialism, communism, labor union movements</li> <li>Tanzimat in the Ottoman Empire</li> <li>Government reforms in Meiji Japan</li> <li>Educational reforms, public primary education</li> <li>Achievements of the feminists and suffragists</li> </ul> <p><b>Example of a statement that earns one point for evidence:</b></p> <ul style="list-style-type: none"> <li><i>"The French Revolution abolished the monarchy and replaced it with an elected Chamber of Deputies but later went back to a monarchical government under Napoleon."</i></li> </ul>	<b>Responses that earn 2 points:</b> <ul style="list-style-type: none"> <li>Use at least two specific historical examples to support an argument regarding the extent to which Enlightenment ideas encouraged movements for political change and/or social reform during the period circa 1750 to 1900.</li> </ul> <p><b>Examples that successfully support an argument with evidence:</b></p> <ul style="list-style-type: none"> <li><i>"The anti-slave trade movement in Britain in the early 1800s, as well as the abolitionist movement in the United States later in the century, both drew on Enlightenment ideas of natural rights."</i> [Uses evidence to support an argument about Enlightenment ideas encouraging anti-slavery reform movements]</li> <li><i>"Socialist movements that arose in the 19th-century Europe used Enlightenment ideas of equality and democracy to demand reforms such as expanded suffrage for the working class and government-provided social welfare for the poor."</i> [Uses evidence to support an argument about Enlightenment ideas being adapted by socialist movements]</li> </ul>	
<p><b>Additional Notes:</b></p> <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		
	0 points	1 point	2 points
Row D Analysis and Reasoning Complex Understanding	Does not meet the criteria for one point.	Uses historical reasoning [e.g., comparison, causation, continuity and change] to frame or structure an argument that addresses the prompt.	Demonstrates a complex understanding of the historical development that is the focus of the prompt through sophisticated argumentation and/or effective use of evidence.
<b>Decision Rules and Scoring Notes</b>			
(0–2 points)	<p><b>Responses that do not earn points:</b></p> <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>	<p><b>Responses that earn 1 point:</b></p> <ul style="list-style-type: none"> <li>Must demonstrate the use of historical reasoning to frame or structure an argument about the extent to which Enlightenment ideas encouraged movements for political change and/or social reform during the period 1750 to 1900. The reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking specificity.</li> </ul>	<p><b>Responses that earn 2 points:</b></p> <p>May demonstrate a complex understanding through sophisticated argumentation that is relevant to the prompt. This may be done in a variety of ways, such as:</p> <ul style="list-style-type: none"> <li>Explaining multiple themes or perspectives to explore complexity or nuance; OR</li> <li>Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR</li> <li>Explaining both cause and effect, both similarity and difference, or both continuity and change; OR</li> <li>Explaining relevant and insightful connections within and across periods or geographical areas. These connections should clearly relate to an argument that responds to the prompt.</li> </ul> <p>May demonstrate a complex understanding through effective use of evidence relevant to an argument that addresses the prompt. This may be done in a variety of ways that might include:</p> <ul style="list-style-type: none"> <li>Explaining how multiple pieces of specific and relevant evidence [at least <b>four</b>] support a nuanced or complex argument that responds to the prompt; OR</li> <li>Using evidence effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt.</li> </ul> <p><b>Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided:</b></p> <ul style="list-style-type: none"> <li>Explaining that although the American Revolution was inspired by Enlightenment ideas of natural rights and democracy, the new nation created by that Revolution still did not grant civil rights to all its people, most significantly women and enslaved people. [Explains nuance by exploring multiple themes or perspectives]</li> <li>Explaining that both the Latin American revolutions and the Haitian Revolution were inspired by Enlightenment ideas to push for independence from imperial states and for democratic government, but that the Haitian Revolution was much more radical in that it also involved a social revolution of poor, enslaved Black people against rich White landowners, whereas the racial component was less prevalent in the Latin American revolutions, which were mostly led by</li> </ul>
	<p><b>Examples that do not earn points:</b></p> <p><b>Provide evidence but offer no reasoning to connect the evidence to an argument</b></p> <ul style="list-style-type: none"> <li><i>"The French Revolution had several phases."</i></li> </ul>	<p><b>Using a historical reasoning process to frame or structure an argument could include:</b></p> <ul style="list-style-type: none"> <li>Explaining how democratic ideas from the Enlightenment inspired colonial subjects in Latin America to rebel against imperial government to gain independence and create new republics.</li> <li>Explaining how Enlightenment ideas of natural rights and reason inspired women in multiple countries to lead reform movements pushing governments to give women the right to vote.</li> </ul> <p><b>Example of acceptable use of historical reasoning:</b></p> <ul style="list-style-type: none"> <li><i>"The women's suffrage movement was created by women who used Enlightenment ideas of natural</i></li> </ul>	

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	<p><i>rights to claim that their exclusion from public life was unjust and to demand the right to political participation.</i>" [Explains a causal connection between Enlightenment ideas and their use by a movement for a political and social change]</p>	<ul style="list-style-type: none"><li>European-descended creole elites. [Explains both similarities and differences]</li><li>Explaining that Enlightenment ideas of individual freedom, democracy, and nationalism spread from Western societies to colonized societies and were often used in the 20th century by anti-colonial independence movements in places such as India. [Explains relevant and insightful connections between periods and regions]</li></ul>
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"><li>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.</li><li>This complex understanding must be part of the argument and may be demonstrated in any part of the response.</li><li>While it is not necessary for this complex understanding to be woven throughout the response, it must be more than merely a phrase or reference.</li></ul>		