

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. Evaluate the most significant difference between the Protestant Reformation in England and the Protestant Reformation in France.

3. Evaluate the most significant difference between approaches to the arts in the period from 1750 to 1850 and approaches to the arts in the period from 1850 to 1950.

4. Evaluate the most significant difference between the Nazi regime in Germany and the communist regime in the Soviet Union.

STOP
END OF EXAM

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| | Example of acceptable use of historical reasoning: <ul style="list-style-type: none">• <i>“Ultimately, Protestantism in England became the dominant religion, appealing to people in all regions and social classes, but it remained a minority religion in France.”</i> [Indicates a difference between the Reformation in the two countries] | <ul style="list-style-type: none">• Discussing both political and social aspects of the Reformation in England and France. [Explaining multiple themes or perspectives to explore complexity or nuance] |
| Additional Notes: <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, Differences in the Arts 1750 to 1950

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 approaches to the arts in the period from 1750 to 1850 and approaches to the arts in the period from 1850 to 1950.

| Reporting Category | Scoring Criteria | |
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| 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 | | |
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| | 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 difference between approaches to the arts in the period 1750 to 1850 and in the period 1850 to 1950. 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 lots of big differences between the arts in these two periods.”</i> Provide a historically defensible claim, but do not establish a line of reasoning <ul style="list-style-type: none"> <i>“The arts shifted in response to social shifts among those who bought and appreciated artwork.”</i> Are not historically defensible <ul style="list-style-type: none"> <i>“A big difference between the arts of the two periods was that in the later period there was a complete abandonment of realistic portrayals of people or objects.”</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>“While art in the period 1750 to 1850 typically strived to depict recognizable subjects, beginning with Impressionism and especially in the 20th century, artists chose to experiment with light and space.”</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <ul style="list-style-type: none"> <i>“Artists’ purpose shifted from trying to portray the objective and the ideal to portraying the subjective and the real.”</i> Establish a line of reasoning <ul style="list-style-type: none"> <i>“Unlike the early period, art of the later period broke conventional rules of traditional art.”</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 | |
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| 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>“Medieval art was almost entirely religious.”</i> <p>Provide a passing phrase or reference</p> <ul style="list-style-type: none"> • <i>“The Enlightenment was important in the earlier period.”</i> | <p>Responses that earn this point:</p> <ul style="list-style-type: none"> • Accurately describe a context relevant to approaches to the arts in the period 1750 to 1950. <p>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> • Renaissance techniques of geometric perspective • The spread of affordable print materials; rise in literacy rates • Royal, aristocratic, church patronage of the arts • The growth of nationalism and Romanticism • The French Revolution and Napoleonic wars • The Industrial Revolution and social problems that emerged as a result of mass urbanization and class conflict • New Imperialism and the expansion of European settlement across the world • The Scientific Revolution [anatomical studies and discoveries] • The Enlightenment • The First and Second World Wars <p>Example of acceptable contextualization:</p> <ul style="list-style-type: none"> • <i>“The Romantic movement was fueled by the rise of nationalist sentiments following the French Revolution and Napoleonic Wars.”</i> • <i>“Artists had flocked to Paris for centuries because of its opportunities and support for the arts.”</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 | | |
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| 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 outside the time period <ul style="list-style-type: none"> <i>“The religious conflict of the Reformation led many Protestants to be suspicious of artwork since they thought it could lead to idolatry and superstition.”</i> | Responses that earn 1 point: <ul style="list-style-type: none"> Identify at least two specific historical examples relevant to approaches to the arts in the period 1750 to 1950. Examples of evidence that are specific and relevant include the following (two examples required): <ul style="list-style-type: none"> Art styles and movements before 1850 [Rococo, Baroque, Neo-Classicism, Romanticism] Art styles and movements after 1850 [Academic painting, Impressionism, Cubism, Surrealism, Dadaism, Futurism, Existentialism] Specific examples of artists and their works Realism as social critique Expressionism and attempts to portray subjective internal states of mind Effects of World War I, “the lost generation” The increase in depictions of non-European subjects as a result of colonial expansion Mass media Example of a statement that earns one point for evidence: <ul style="list-style-type: none"> <i>“Romantic artists and writers often set their works in the idyllic countryside to further their themes of emotion and beauty, while the later Realists favored the grit and grime of the cities and factories to push for social reform.”</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 difference between approaches to the arts in the period 1750 to 1850 and 1850 to 1950. Examples that successfully support an argument with evidence: <ul style="list-style-type: none"> <i>“Picasso’s Guernica is a good example of the changed approach to arts. The painting uses non-realistic Cubist technique to portray the horror and confusion of war inflicted on innocent civilians.”</i> [Uses evidence to support an argument about the new approaches to art in the later period] <i>“The art of the earlier period, for example, Neo-Classicism retained certain idealism and optimism, while later art was more about realism or, like Dadaism, disenchantment with the ruling elites.”</i> [Uses evidence to support an argument about differences in philosophies around the arts] <i>“Art before 1850 usually depicted wealthy people or idealized scenes, while art after 1850, especially Realism, focused on the everyday reality of ordinary people.”</i> [Uses evidence to support an argument about different themes and ideals of the arts] |
| 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. | | | |

| Reporting Category | Scoring Criteria | |
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| 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 difference between the Nazi regime in Germany and the communist regime in the Soviet Union. 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 huge differences between communism and Nazism.”</i> Provide a historically defensible claim, but do not establish a line of reasoning <ul style="list-style-type: none"> <i>“A major difference between the regimes was their attitudes towards private property.”</i> Are overgeneralized <ul style="list-style-type: none"> <i>“The two regimes differed in how they ran their countries.”</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>“Though both Nazi and Communist regimes were extremely brutal, communism proved more lasting and arguably self-destructed.”</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <ul style="list-style-type: none"> <i>“Even though both regimes were based on the cults of personality of Hitler and Stalin, respectively, the communist regime was more stable, rooted in strong bureaucracy, and designed to function with a replaceable leader.”</i> Establish a line of reasoning <ul style="list-style-type: none"> <i>“Both the Nazi and communist regimes were totalitarian, but only Hitler’s ideology was based on antisemitism.”</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. | |

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| 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>“After the Napoleonic Wars, conservative monarchies sought to prevent revolution.”</i> <p>Passing phrase or reference</p> <ul style="list-style-type: none"> • <i>“Karl Marx was a communist.”</i> | <p>Responses that earn this point:</p> <ul style="list-style-type: none"> • Accurately describe a context relevant to the regimes of Nazi Germany and the Soviet Union. <p>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> • Marxist-Leninist ideas of revolution • World War I and its aftermath • The Bolshevik Revolution • The Russian civil war • The German Weimar Republic • The Treaty of Versailles and its harsh treatment of Germany • Nationalism and racism/antisemitism • Social Darwinism • Stalin’s rise to power • Tsarism • Wilhelmine Germany • Bismarck • The 1905 Revolution • The Treaty of Brest-Litovsk • Comintern and Anti-Comintern • Prussian militarism • Cold War/Iron Curtain <p>Example of acceptable contextualization:</p> <ul style="list-style-type: none"> • <i>“While antisemitism always existed in Europe, it was the developments of the 19th century that gave it a modern racist justification, which was then employed by Hitler in his ideology.”</i> • <i>“Both regimes rose as a result of the devastating effects of the First World War.”</i> [Minimally acceptable contextualization] |

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| | | <i>corporations.”</i> [Indicates a difference between economic systems of the two regimes] | |
| Additional Notes: <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. | | | |