
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. In the period circa 1200 to 1450, Buddhism, Hinduism, and Confucianism included ideas about social structures, gender roles, and political authority that influenced societies across Asia.

Develop an argument that evaluates the extent to which one or more of these belief systems shaped societies and/or political systems in Asia during this period.

-
3. In the period circa 1450 to 1750, economic, political, and religious rivalries led many imperial states around the world to expand their territories and influence.

Develop an argument that evaluates the extent to which economic rivalries were the primary motivation for the expansion of European empires during this period.

-
4. During the twentieth century, medical and scientific discoveries affected life expectancies, access to resources, and social and economic structures, which reshaped individual lives as well as entire societies.

Develop an argument that evaluates the extent to which medical and scientific discoveries benefited individuals and/or societies during this period.

STOP
END OF EXAM

Question 4: Long Essay Question, Discoveries and Benefits to Individuals/Societies

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the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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 twentieth century, medical and scientific discoveries affected life expectancies, access to resources, and social and economic structures, which reshaped individual lives as well as entire societies.

Develop an argument that evaluates the extent to which medical and scientific discoveries benefited individuals and/or societies during this period.

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 extent to which medical and scientific discoveries benefited individuals and/or societies during the twentieth century. 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>“Medical and scientific discoveries benefitted individuals during the twentieth century.”</i> Provide a historically defensible claim, but do not establish a line of reasoning <ul style="list-style-type: none"> <i>“Medical innovations such as vaccines were developed in the twentieth century.”</i> Does not respond to the prompt <ul style="list-style-type: none"> <i>“The introduction of railroads during the Industrial Revolution changed society dramatically.”</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>“The invention and widespread use of antibiotics lowered mortality rates from infectious diseases and injuries contributing to population growth and longer life expectancies.”</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <ul style="list-style-type: none"> <i>“The Green Revolution and other commercial agricultural innovations contributed to the widening of inequalities between developing and developed countries; however, these innovations also contributed to improved nutrition and population growth.”</i> Establish a line of reasoning <ul style="list-style-type: none"> <i>“All in all, medical and scientific discoveries benefited individuals and/or societies during the 20th century due to the existence of vaccines.”</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>“Industrialization led to the emergence of new social classes and the rapid expansion of cities, as workers flocked to the locations of the new factories.”</i> <p>Provide a passing phrase or reference</p> <ul style="list-style-type: none"> <i>“The Green Revolution began as World War II ended.”</i> 	<p>Responses that earn this point:</p> <ul style="list-style-type: none"> Accurately describe a context relevant to medical or scientific discoveries during the twentieth century. <p>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> Advances in biosciences such as evolutionary biology or modern chemistry Industrialization Energy technologies, including the use of petroleum and natural gas Environmental catastrophes Chemically and genetically modified forms of agriculture The Green Revolution Globalization Growing international institutions Large scale migrations Women’s rights and access to education and professional opportunities New modes of transportation [air travel and shipping containers] <p>Example of acceptable contextualization:</p> <ul style="list-style-type: none"> <i>“The use of natural gas and petroleum allowed for advances in technology and transportation but led to greater emissions of greenhouse gasses, causing environmental concerns.”</i> <i>“Health care in many societies was affected by industrialization and urbanization.”</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>“An early form of smallpox vaccination was used in the Ottoman empire, from where it spread to Europe.”</i> 	Responses that earn 1 point: <ul style="list-style-type: none"> Identify at least two specific historical examples relevant to medical or scientific discoveries during the twentieth century. Examples of evidence that are specific and relevant include the following (two examples required): <ul style="list-style-type: none"> Antibiotics Vaccines Birth control Population growth Infectious diseases and new epidemics Diseases associated with longevity, such as cardiovascular disease Anti-Globalist movement Debates for and against nuclear power Knowledge economies vs industrial production Stem cell research Example of a statement that earns one point for evidence: <ul style="list-style-type: none"> <i>“Discoveries in communication technologies, for example the invention of the microchip, led to an expansion in the number of personal computers eventually leading to the creation of the internet in the twentieth century.”</i> 	Responses that earn 2 points: <ul style="list-style-type: none"> Use at least two specific historical examples to support an argument regarding how medical or scientific discoveries benefited individuals and/or societies during the twentieth century. Examples that successfully support an argument with evidence: <ul style="list-style-type: none"> <i>“Improved understanding of the bacterial or viral origins of many infectious diseases and the development of antibiotics, such as penicillin, in the twentieth century transformed medicine and greatly improved both individual lives and public health, as many previously fatal infectious diseases could now be cured or managed successfully.”</i> [Uses evidence to support an argument about the benefits of the invention of antibiotics to individuals and society] <i>“The use of chemical fertilizers and genetically modified crops as part of the Green Revolution increased crop yields and helped secure the food supply for many developing nations, ultimately leading to longer life expectancies and improved quality of life for hundreds of millions of people.”</i> [Uses evidence to support an argument about new agricultural technologies benefiting society through increased crop yields]
	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		
Row D Analysis and Reasoning Complex Understanding	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.
(0–2 points)	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 the extent to which medical and scientific discoveries benefited individuals and/or societies during the twentieth century. 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 <ul style="list-style-type: none"> <i>“Stem cell research began in the 1980s.”</i> 	Using a historical reasoning process to frame or structure an argument could include: <ul style="list-style-type: none"> Explaining how improvements in sanitation and urban planning significantly reduced deaths from infectious diseases like cholera or typhoid, which improved people’s lives and led to significant population growth. Explaining how the creation of cellular communications technology provided individuals all over the world with fast, direct communications, which led to more entrepreneurship and social bonds. 	Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided: <ul style="list-style-type: none"> Explaining how multiple pieces of specific and relevant evidence support a nuanced argument about the prompt. For example, explaining how the development of nuclear power through the invention of the nuclear reactor has provided an important new source of energy and therefore encouraged economic growth, but has also introduced new risks including long-term disposal of nuclear waste, possible radiation from nuclear accidents like Three Mile Island or Chernobyl, as well as the threat of nuclear proliferation as more and more states used their use their civilian nuclear programs to develop weapons-grade nuclear materials for nuclear bombs. [Explains how at least four pieces of evidence support a nuanced or complex argument]

		Example of acceptable use of historical reasoning: <ul style="list-style-type: none">• <i>“International organizations like the United Nations and the World Health Organization attempted to spread the benefits of innovations in medicine and public health in developing countries, which reduced deaths due to communicable diseases in many regions.”</i> [Indicates an effect of technological changes and international institutions on individuals in developing countries]	<ul style="list-style-type: none">• Considering how new communications technologies like the internet and satellites informed many people about global issues related to human rights or inequality, while at the same time sparking protest movements against globalization or the influence of Western or American culture. [Explains nuance by exploring multiple perspectives]• Explaining how some medical and scientific advances in the twentieth century, such as the invention of antibiotics or the Green Revolution occurred in response to pressing medical, economic, or political crises [for example devastating epidemics, frequent famines and rampant food insecurity due to rapid population increases, etc.] and how, while helping resolve those crises, the medical and scientific advances in question created new problems, for example crop monocultures with negative environmental effects, antibiotic resistant bacteria, the emergence of new chronic diseases associated with processed foods and sedentary lifestyles, etc. [Explains nuance, considers both causes and effects]
	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.		