

**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 effect of European overseas expansion on the European economy in the period 1450 to 1700.

3. Evaluate the most significant effect of the centralization of state power in the period 1650 to 1815.

4. Evaluate the most significant effect of the spread of democratic ideas on European politics in the 1800s.

---

**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.

## Question 2: Long Essay Question, Economic Effect of Overseas Expansion

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the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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 effect of overseas expansion on the European economy in the period 1450 to 1700.

| Reporting Category   | Scoring Criteria   |  |  |
|--|--|--|--|
| <b>Row D</b><br><b>Analysis and Reasoning</b><br><br><b>[0-2 points]</b> | <b>0 points</b><br>Does not meet the criteria for one point.   | <b>1 point</b><br>Uses historical reasoning [e.g., comparison, causation, continuity, and change] to frame or structure an argument that addresses the prompt.   | <b>2 points</b><br>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>                                  |  |  |  |
|  | <b>Responses that do not earn points:</b> <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>                             | <b>Responses that earn 1 point:</b> <ul style="list-style-type: none"> <li>Must demonstrate the use of historical reasoning to frame or structure an argument about the effects of centralization of state power in the period 1650 to 1815. The reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking specificity.</li> </ul>   | <b>Responses that earn 2 points:</b><br>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"> <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> 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"> <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> |
|  | <b>Examples that do not earn points:</b><br><br><b>Provide evidence but offer no reasoning to connect the evidence to an argument</b> <ul style="list-style-type: none"> <li><i>“Catherine the Great of Russia was a despot.”</i></li> <li><i>“The Holy Roman Empire was weak, but Prussia was strong.”</i></li> </ul> | <b>Using a historical reasoning process to frame or structure an argument could include:</b> <ul style="list-style-type: none"> <li>Using comparative reasoning to explain differing effects of state centralization in different countries.</li> <li>Structuring an argument thematically to highlight differences in a thematic category, such as military, culture, and society.</li> <li>Arranging an argument to recount developments over the course of the period showing change over time.</li> </ul> <b>Example of acceptable use of historical reasoning:</b> <ul style="list-style-type: none"> <li><i>“France originally achieved centralization of state power during the absolutist period, but it emerged</i> </li> </ul> | <b>Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided:</b> <ul style="list-style-type: none"> <li>Explaining differences between the causes and effects of centralization of state power based on the changes in the political structures of various states. [Provides insightful connections within and across periods or geographical regions]</li> <li>Explaining how differences in political culture led to different effects in different countries [e.g., France vs. England]. [Explaining multiple effects]</li> <li>Considering similarities between certain factors affecting the centralization of state power, such as a reaction to the nobility’s resistance in various states. [Using evidence effectively to demonstrate a sophisticated understanding]</li> </ul>   |

|  |   |   |   |
|--|---|---|---|
|  |   | <i>as a nation in the anti-monarchical Revolution.”</i><br>[Indicates change over time to explore differing effects of the centralization of state power] | <ul style="list-style-type: none"><li>Acknowledging the variety of external factors, such as military competition with neighboring nations, that affected development of states. [Examining multiple causes, themes, or perspectives]</li></ul> |
|  | <b>Additional Notes:</b> <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> |   |   |

| Reporting Category   | Scoring Criteria  |  |
|--|---|--|
| <b>Row A</b><br><b>Thesis/Claim</b><br><br><b>[0-1 points]</b> | <b>0 points</b><br>Does not meet the criteria for one point.  | <b>1 point</b><br>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> <ul style="list-style-type: none"> <li>Provide a historically defensible thesis or claim about the most significant political effect of the spread of democratic ideas in Europe in the 1800s. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument.</li> </ul>  |
|  | <b>Examples that do not earn this point:</b><br><br><b>Provide a restatement of the prompt</b> <ul style="list-style-type: none"> <li><i>“Democratic ideas of representation spread around Europe in the 1800s.”</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>“Democratic ideas caused conservative pushback.”</i></li> </ul> <b>Are not historically defensible</b> <ul style="list-style-type: none"> <li><i>“The main achievement of the democratic movements in 1800s was full female suffrage throughout the continent.”</i></li> </ul> | <b>Examples that earn this point:</b><br><br><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 effect of the spread of democratic ideas in the 1800s was to promote political revolution and the extension of civil liberties for individuals.”</i></li> <li><i>“Although the spread of democratic ideas yielded some democratic reforms, their greatest initial effect on politics was to promote a conservative revival at both the state and international levels.”</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 spread of democratic ideas in the 1800s led the way to the adoption of many policies and institutions that paved the way for a modern European society, including public education, political parties and trade unions, extension of the universal vote, and welfare.”</i></li> </ul> <b>Establish a line of reasoning</b> <ul style="list-style-type: none"> <li><i>“The spread of democratic ideas in the 1800s led to the abolition of slavery and serfdom.”</i><br/>[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  |   |
|----------------------------|---|---|
| Row B<br>Contextualization | <b>0 points</b><br>Does not meet the criteria for one point.  | <b>1 point</b><br>Describes a broader historical context relevant to the prompt.  |
| [0-1 points]               | Decision Rules and Scoring Notes  |   |
|                            | <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><br><b>Do not provide context relevant to the topic of the prompt</b> <ul style="list-style-type: none"> <li><i>“Radical ideas developed due to rising nationalism.”</i></li> </ul> <b>Provide a passing phrase or reference</b> <ul style="list-style-type: none"> <li><i>“Democracy is connected to industrialization .”</i></li> </ul> | <b>Responses that earn this point:</b> <ul style="list-style-type: none"> <li>Accurately describe a context relevant to the spread of democratic ideas in Europe in the 1800s.</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>The Enlightenment</li> <li>The Scientific Revolution</li> <li>Constitutionalism and parliamentarism</li> <li>The French and/or Haitian Revolutions</li> <li>The growth of the media [journalism] and public venues</li> <li>Industrial capitalism</li> <li>The development of new ideologies as a response to Industrialization</li> <li>The development of self-conscious classes</li> <li>Romantic nationalism and idea of the nation-state</li> <li>The 1689 Bill of Rights in England</li> <li>The Napoleonic wars</li> <li>Infrastructural improvements</li> </ul> <b>Example of acceptable contextualization:</b> <ul style="list-style-type: none"> <li><i>“In the 1800s, rapidly industrializing Great Britain continued to develop democratic ideas first established by the Bill of Rights.”</i></li> <li><i>“Napoleon was not a democrat, but his wars spread the ideas of the French Revolution.”</i></li> <li><i>“At the start of the 19th century, Europeans were inspired by the Enlightenment to conduct reforms.”</i> [Minimally acceptable contextualization]</li> </ul> |
|                            | <b>Additional Notes:</b> <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  |  |  |
|--|---|--|--|
| <b>Row C Evidence</b><br><br><b>[0-2 points]</b> | <b>0 points</b><br>Does not meet the criteria for one point.  | <b>1 point</b><br>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><br>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> <b>Examples that do not earn points:</b><br><b>Provide evidence that is outside the time period or region:</b> <ul style="list-style-type: none"> <li><i>“The experiences with democracy in the new American republic promoted political reform and revolution in France.”</i></li> <li><i>“The Cold War is a great example of a battle between a democracy and a dictatorship.”</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 the spread of democratic ideas in the 1800s.</li> </ul> <b>Examples of evidence that are specific and relevant include the following [two examples required]:</b> <ul style="list-style-type: none"> <li>The rise of the trade unions among the working classes</li> <li>Early 19th-century political revolts against autocracy, including the Decembrists</li> <li>The July Revolution in France</li> <li>The Chartist movement in Britain</li> <li>New ideologies, including liberalism, feminism, Utopian socialism, Marxism, anarchism, nationalism</li> <li>Suffrage advocacy, the Chartist movement</li> <li>The development of mass-based political parties throughout the continent, including those representing the workers</li> <li>Reform movements and social reformers</li> <li>The promotion of literacy and compulsory public education</li> <li>The Revolutions of 1848</li> <li>The abolition of slavery and serfdom</li> </ul> <b>Example of a statement that earns one point for evidence:</b> <ul style="list-style-type: none"> <li><i>“In 1800s, workers organized in unions and joined political parties to demand better treatment.”</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 spread of democratic ideas in the 1800s.</li> </ul> <b>Examples that successfully support an argument with evidence:</b> <ul style="list-style-type: none"> <li><i>“Newly developed ideologies, such as socialism and liberalism, supported universal suffrage and promoted development of democratic institutions.”</i> [Uses evidence to support an argument about the spread of democratic ideas in the 1800s]</li> <li><i>“While the Radicals in Britain demanded universal male suffrage, it was thanks to the feminist movement, including the British Women’s Social and Political Union, that the ideas of suffrage were eventually extended to the whole population.”</i> [Uses evidence to support an argument about the spread of democratic ideas in the 1800s]</li> <li><i>“The Revolutions of 1848 were liberal in nature and were inspired by nationalist ideas with the intention to establish democratic nation states.”</i> [Uses evidence to support an argument about the spread of democratic ideas in the 1800s]</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   |  |  |
|--|--|--|--|
| <b>Row D</b><br><b>Analysis and Reasoning</b><br><br><b>[0-2 points]</b> | <b>0 points</b><br>Does not meet the criteria for one point.   | <b>1 point</b><br>Uses historical reasoning [e.g., comparison, causation, continuity, and change] to frame or structure an argument that addresses the prompt.   | <b>2 points</b><br>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>                                  |  |  |  |
|  | <b>Responses that do not earn points:</b> <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> | <b>Responses that earn 1 point:</b> <ul style="list-style-type: none"> <li>Must demonstrate the use of historical reasoning to frame or structure an argument about the spread of democratic ideas in the 1800s. The reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking specificity.</li> </ul>   | <b>Responses that earn 2 points:</b><br>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"> <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> 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"> <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> |
|  | <b>Examples that do not earn points:</b><br><br><b>Provide evidence but offer no reasoning to connect the evidence to an argument</b><br><i>“Great Britain had a long tradition of parliamentary government.”</i>  | <b>Using a historical reasoning process to frame or structure an argument could include:</b> <ul style="list-style-type: none"> <li>Using comparative reasoning to explain effects of the democratic ideas in the 1800s.</li> <li>Structuring an argument thematically to highlight differences in a thematic category, such as politics, culture, or economics.</li> <li>Arranging an argument to recount developments over the course of the period showing change over time.</li> </ul> <b>Example of acceptable use of historical reasoning:</b> <ul style="list-style-type: none"> <li><i>“In the 19th century, France led the democratic movement in Europe and despite the fact that</i></li> </ul> | <b>Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided:</b> <ul style="list-style-type: none"> <li>Explaining differences between the effects of the spread of democratic ideas in different regions of Europe, e.g., Western Europe compared to Russia. [Explaining multiple themes or perspectives to explore complexity or nuance]</li> <li>Explaining how foreign policy and warfare led to different effects of liberalization and spread of democratic ideas. [Explaining multiple effects]</li> <li>Acknowledging reactionary responses to democratic ideas and evaluating their ultimate impact/significance. [Using evidence effectively to demonstrate a sophisticated understanding]</li> </ul>  |



|  |   |  |  |
|--|---|--|--|
|  |   | <i>republic and monarchy kept changing each other since the Revolution of 1789, after a series of hurdles the long-lasting Third Republic was finally established in 1870.”</i> [Indicates change over time to explore the changing nature of democracy in France] | <ul style="list-style-type: none"><li>Evaluating how the effects of nationalism differed or were similar to the effects of democratic ideas. [Examining multiple themes or perspectives]</li></ul> |
|  | <b>Additional Notes:</b> <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> |  |  |