

EUROPEAN HISTORY

SECTION II

Total Time—1 hour and 40 minutes

Question 1 (Document-Based Question)

Suggested reading and writing time: 1 hour

It is suggested that you spend 15 minutes reading the documents and 45 minutes writing your response.

Note: You may begin writing your response before the reading period is over.

Directions: Question 1 is based on the accompanying documents. The documents have been edited for the purpose of this exercise.

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 six documents.
- Use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
- For at least three documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

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.

1. Evaluate whether Romanticism maintained a connection to the Enlightenment or challenged the Enlightenment.

Document 1

Source: William Wordsworth, British Romantic poet and essayist, “The Tables Turned,” 1798

Up! up! my Friend, and quit your books
Or surely you'll grow double:
Up! up! my Friend, and clear your looks;
Why all this toil and trouble?

Books! 'tis a dull and endless strife:
Come, hear the woodland linnet [type of songbird],
How sweet his music! on my life,
There's more of wisdom in it.

One impulse from a vernal [springtime] wood
May teach you more of man,
Of moral evil and of good,
Than all the sages can.

Sweet is the lore which Nature brings;
Our meddling intellect
Mis-shapes the beauteous forms of things:—
We murder to dissect.

Enough of Science and of Art;
Close up those barren leaves [pages of old books];
Come forth, and bring with you a heart
That watches and receives.

Document 2

Source: Novalis, a pen name used by Georg Philipp Friedrich, German aristocrat, scientist, and philosopher, excerpts from *Notes for a Romantic Encyclopaedia*, 1798–99

How few people have a genius for experimenting. The true experimenter must have a feeling for Nature within himself, which—depending on the perfection of his faculties—guides him with unfailing surety along his path, allowing him to discover and determine with much greater precision, the hidden and decisive phenomenon. Nature inspires the true lover, as it were, and reveals herself [Nature] all the more completely through the experimenter—the more his constitution is in harmony with Nature.

Thus the true lover of Nature distinguishes himself by his skill in multiplying and simplifying, combining and analyzing, romanticizing and popularizing the experiments, by his ability in inventing new experiments—by his tasteful and ingenious selection and arrangement of Nature, his acuteness and clarity of observation, and by his artistic and concise, as well as extensive, descriptions, or presentations of his observations. Thus, the genius alone is the experimenter.

The poet understands Nature better than does the scientific mind.

Document 3

Source: Samuel Taylor Coleridge, British Romantic poet, letter, 1801

The more I understand of Sir Isaac Newton's works, the more boldly I dare utter to my own mind, and therefore to you, that I believe the souls of five hundred Sir Isaac Newtons would go to the making up of a Shakespeare or a Milton [famous British poets]. But if it pleased the Almighty to grant me health, hope, and a steady mind . . . before my thirtieth year I will thoroughly understand the whole of Newton's works. At present I must content myself with endeavoring to make myself entire master of his easier work, that on optics.

I am exceedingly delighted with the beauty and neatness of his experiments, and with the accuracy of his immediate deductions from them; but the opinions founded on these deductions, and indeed his whole theory is, I am persuaded, so exceedingly superficial as to be deemed false. Newton was a mere materialist. The Mind, in his system, is always passive, a lazy onlooker of the external world.

Document 4

Source: Mary Shelley, British Romantic writer, *Frankenstein; or, the Modern Prometheus*, novel, 1818

[Doctor Victor Frankenstein, the fictitious narrator of the novel, recalling his education]

When I was thirteen years of age . . . I chanced to find the works of [ancient and medieval alchemists] Cornelius Agrippa, Paracelsus, and Albertus Magnus. . . . I read and studied the wild fancies of these writers with delight; they appeared to me treasures known to few besides myself.

In spite of the intense labor and wonderful discoveries of modern [scientists], their studies always left me discontented and unsatisfied. Sir Isaac Newton is said to have avowed that he felt like a child picking up shells beside the great and unexplored ocean of truth. Those of his successors in each branch of natural philosophy with whom I was acquainted appeared even to my boy's apprehensions as [novices] engaged in the same pursuit.

The untaught peasant beheld the elements around him and was acquainted with their practical uses. The most learned modern philosopher knows little more. He has partially unveiled the face of Nature, but her immortal [foundations] are still a wonder and a mystery. [The scientist] might dissect, anatomize, and give names; but not speak of a final cause.

[But regarding the alchemists], I thought, here were men who had penetrated deeper and knew more. I took their word for all that they [asserted], and I became their disciple.

Document 5

Source: Percy Bysshe Shelley, British Romantic poet, "A Defense of Poetry," 1821

Poetry is indeed something divine. It is at once the center and circumference of knowledge; it is that which comprehends all science, and that to which all science must be referred. It is at the same time the root and blossom of all other systems of thought; it is that from which all spring, and that which adorns all; and that which, if [wilted], denies the fruit and the seed, and withholds from the barren world the nourishment and the succession of the branches of the tree of life.

Poetry is not like reasoning, a power to be exerted according to the determination of the will. A man cannot say, "I will compose poetry." The greatest poet even cannot say it. The mind in [the act of] creation is as a fading [ember], which some invisible influence, like an inconstant wind, awakens to transitory brightness. This power arises from within, like the color of a flower which fades and changes as it is developed, and the conscious portions of our natures [cannot predict] either its approach or its departure.

Document 6

Source: Pelagio Palagi, Italian Romantic artist, *Isaac Newton's Discovery of the Refraction of Light*, 1827



Pinacoteca Tosio
Martinengo, Brescia, Italy© NPL - DeA Picture
Library/Bridgeman Images

Newton, seated on the right, is watching a child blow soap bubbles.

Document 7

Source: Johann Wolfgang von Goethe, German Romantic author, letter written to the chancellor of the German state of Weimar, 1828

I continued to apply myself to the study of nature's versatility in the plant kingdom, and while visiting [southern Italy] in 1787 I succeeded in grasping the growth and development of plants both perceptually and conceptually. Growth and development in the animal kingdom is closely related; I pursued the formulation of a theory of animal structures with more vigor, dictated my schematic outline to [a colleague] in 1795 in [the university town of] Jena, and soon had the pleasure of seeing other German researchers continue my work in this area.

If we recall the sublime way in which all natural phenomena have been linked bit by bit in human thought, and if we then take a second look at my early work as our point of departure, we cannot but smile [and take] pleasure in fifty years of progress.

END OF DOCUMENTS FOR QUESTION 1

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 political or social change during the Reformation period (1517–1650).
3. Evaluate the most significant change in Europe’s economic relationship with the rest of the world during the 1800s.
4. Evaluate the most significant change in the sources of political instability in Europe during the 1900s.

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 1: Document-Based Question, Romanticism vs. Enlightenment

7 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 whether Romanticism maintained a connection to the Enlightenment or challenged the Enlightenment.

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: The response must provide a historically defensible thesis or claim that establishes a position on a historically defensible thesis or claim that establishes a position on whether Romanticism maintained a connection to the Enlightenment or challenged the Enlightenment. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.
	Examples that do not earn this point: Provide a historically defensible claim, but do not establish a line of reasoning <ul style="list-style-type: none"> <i>“The Romantic movement challenged many of the main ideas of the Enlightenment.”</i> Establish a line of reasoning, but do not provide a historically defensible claim <ul style="list-style-type: none"> <i>“The Romantic movement rejected emotion and intuition and emphasized reason and logic.”</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>“Romantics continued to deal with many of the same concerns as Enlightenment figures, especially in their interest in the natural world and the secret of life.”</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <ul style="list-style-type: none"> <i>“Romanticism was a challenge to the Enlightenment because of the greater value Romantics placed on the arts and their intuitive, emotional approach to understanding the human and natural world.”</i> Establish a line of reasoning <ul style="list-style-type: none"> <i>“Romanticism was a major challenge to the Enlightenment because it questioned the value of reason.”</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 (0-1 points)	0 points Does not meet the criteria for one point.	1 point Describes a broader historical context relevant to the prompt.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: <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. 	Responses that earn this point: Accurately describe a context relevant to whether Romanticism maintained a connection to the Enlightenment or challenged the Enlightenment.
	Examples that do not earn this point: Do not provide context relevant to the topic of the prompt <ul style="list-style-type: none"> <i>“The emotionalism of Romanticism was threatened by the rising influence of the Enlightenment.”</i> <i>“Romanticism can be described as breaking away from reality, and find the beauty within nature and mankind. However, the Enlightenment focused on realism and science.”</i> Provide an overgeneralized statement about the time period referenced in the prompt <ul style="list-style-type: none"> <i>“Europe was experiencing massive intellectual change in the 1700s.”</i> Provide a passing phrase or reference <ul style="list-style-type: none"> <i>“Most intellectuals in the 1700s considered themselves part of the Enlightenment.”</i> 	Examples of relevant context that earn this point include the following if appropriate elaboration is provided: <ul style="list-style-type: none"> Connection between the Enlightenment and the Scientific Revolution—continued advances in science in the 1700s Enlightenment’s empiricist approach to nature and natural phenomena Enlightenment approaches to religion—Deism, skepticism Political upheavals in Europe—French Revolution Neoclassicism in the arts (as a contrast to Romanticism) Examples of acceptable contextualization: <ul style="list-style-type: none"> <i>“The immense discoveries of the Scientific Revolution seemed to prove the value of a reasoned, systematic approach to knowledge and human experience.”</i> <i>“Up until the Romantic era, artists and intellectuals thought reason was more important than emotion.”</i> (Minimally acceptable contextualization)
Additional Notes: <ul style="list-style-type: none"> 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. To earn this point, the context provided must be more than a phrase or reference. 		

Reporting Category	Scoring Criteria		
Row C Evidence (0-3 points)	Evidence from the Documents		
	0 points Does not meet the criteria for one point.	1 point Uses the content of at least three documents to address the topic of the prompt.	2 points Supports an argument in response to the prompt using at least six documents.
	Decision Rules and Scoring Notes		
	Responses that do not earn points: <ul style="list-style-type: none"> • Use evidence from less than three of the documents • Misinterpret the content of the document • Quote, without an accompanying description, of the content of the documents • Address documents collectively rather than considering separately the content of each document 	Responses that earn 1 point: Accurately describe—rather than simply quote—the content from at least three of the documents to address the topic of whether Romanticism maintained a connection to the Enlightenment or challenged the Enlightenment. Examples of describing the content of a document: Describe evidence from the documents relevant to the topic but do not use that evidence to support an argument <ul style="list-style-type: none"> • (Document 3) <i>“Coleridge discusses his reading of Newton and challenges Newton’s understanding of the world.”</i> • (Document 1) <i>“Wordsworth advocates a walk in the woods as a means of gaining important knowledge.”</i> 	Responses that earn 2 points: Support an argument in response to the prompt by accurately using the content of at least six documents. Examples of supporting an argument using the content of a document: <ul style="list-style-type: none"> • (Document 1): <i>“Wordsworth asserts that scientific knowledge comes from an emotion—pleasure, demonstrating that the Romantics were less interested in reason.”</i> (Connects the contents of the document to an argument that Romanticism marked a break with the Enlightenment) • (Document 7): <i>“Goethe, one of the most famous German Romantics, is nevertheless interested in the systematic study of nature and what would eventually be known as evolution.”</i> (Connects the contents of the document to an argument that Romanticism showed some continuities with the Enlightenment)
	Additional Notes: To earn two points, the six documents do not have to be used in support of a single argument—they can be used across sub-arguments or to address counterarguments.		

Row C (Continued)	Evidence beyond the Documents:	
	0 points Does not meet the criteria for one point.	1 point Uses at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: <ul style="list-style-type: none"> Provide evidence that is not relevant to an argument about the prompt. Provide evidence that is outside the time period or region specified in the prompt. Repeat information that is specified in the prompt or in any of the documents. Provide a passing phrase or reference. 	Responses that earn this point: Must use at least one specific piece of historical evidence relevant to an argument about whether Romanticism maintained a connection to the Enlightenment or challenged the Enlightenment.
		Examples of specific and relevant evidence beyond the documents that earn this point include the following if appropriate elaboration is provided: <ul style="list-style-type: none"> Connections to nationalism and the French Revolution Religious revivalism Rousseau as a transitional figure between Enlightenment and Romanticism Any of various Romantic artists/writers not included in the documents Any of various Romantic works of literature (Sorrows of Young Werther, The Prelude, etc.) Any of various major Romantic paintings Sturm und Drang style Romantic interest in folklore and superstition Relationships between Romantic figures and scientists Examples of evidence beyond the documents relevant to an argument about the prompt: <ul style="list-style-type: none"> <i>“Goethe’s popular novel follows a young man’s efforts to free himself from intellectual and social restraints.”</i> (Provides a piece of evidence not in the documents relevant to an argument about the prompt) <i>“The writings of Jean-Jacques Rousseau bridged the gap between Enlightenment and Romanticism, by focusing on ideas of natural morality and education.”</i> (Provides a piece of evidence not in the documents relevant to an argument about the prompt)
	Additional Notes: <ul style="list-style-type: none"> Typically, statements credited as evidence will be more specific than statements credited as contextualization. To earn this point, the evidence provided must be different from the evidence used to earn the point for contextualization. To earn this point, the evidence provided must be more than a phrase or reference. 	

Reporting Category	Scoring Criteria	
Row D Analysis and Reasoning (0-2 points)	Sourcing	
	0 points Does not meet the criteria for one point.	1 point For at least three documents, explains how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument.
	Decision Rules and Scoring Notes	
	<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> Explain sourcing for less than three of the documents. Identify the point of view, purpose, historical situation, and/or audience but fail to explain how or why it is relevant to an argument. Summarize the content or argument of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience. <p>Examples that do not earn this point:</p> <p>Identify the point of view, purpose, historical situation, and/or audience, but do not explain how or why it is relevant to an argument</p> <ul style="list-style-type: none"> <i>“In Document 2, Novalis writes from the point of view of a scientist.”</i> <p>Summarize the content of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience</p> <ul style="list-style-type: none"> <i>(Document 7): “Palagi, in a carefully composed painting, celebrates a moment of scientific insight by Isaac Newtown, a scientist who inspired men of the Enlightenment.” (Note that the inclusion of the word “carefully composed” is not enough by itself to gain credit for sourcing.)</i> 	<p>Responses that earn this point:</p> <p>Must explain how or why—rather than simply identifying—the document’s point of view, purpose, historical situation, or audience is relevant to an argument that addresses the prompt for each of the three documents sourced.</p> <p>Example of acceptable explanation of the significance of the document’s purpose:</p> <ul style="list-style-type: none"> (Document 7): “Goethe, writing to a government official at a time when states competed for scientific prestige, is eager to establish his contributions to scientific knowledge.” (Connects the purpose of the document to an argument in favor of continuity) <p>Example of acceptable explanation of the relevance of the audience of a source:</p> <ul style="list-style-type: none"> (Document 2): “Novalis is an intellectual writing to other intellectuals, so his claim that poetic understanding is superior to scientific understanding is all the more striking.” (Provides information about the audience of the document relevant to an argument that Romanticism marked a break with the Enlightenment) <p>Example of acceptable explanation of the significance of the source’s point of view:</p> <ul style="list-style-type: none"> (Document 6): “Palagi is looking back at the artistic achievements of an earlier era, which may explain why he blends Neoclassical and Romantic elements together.” (Identifies the point of view of the image and how this affects the image’s reliability as a piece of evidence) <p>Example of acceptable explanation of the relevance of the historical situation of a source:</p> <ul style="list-style-type: none"> (Document 3): “Coleridge wrote his biographical sketches at a time when scientific discoveries about nature were accelerating and grabbing people’s attention.” (Provides sourcing regarding the historical situation of the document and connects that information to an argument in favor of continuity)

Document Summaries		
Document	Summary of Content	Explains the relevance of point of view (POV), purpose, situation, and/or audience by elaborating on examples such as:
1. Wordsworth “Tables Turned”	<ul style="list-style-type: none"> Poem argues that nature teaches more about life and humanity than science or investigation 	<ul style="list-style-type: none"> As a poet who writes about nature and beauty, Wordsworth argues that they can be a surer source of truth than intellectual study. (point of view) Wordsworth had received a rigorous education, so his rejection of it in favor of free-ranging study of nature is all the more telling. (situation)
2. Novalis, Romantic Encyclopedia notes	<ul style="list-style-type: none"> Emphasizes the combination of nature and study in experimentation and trying to understand the world around one Argues for the ultimate importance of the poet over the scientist 	<ul style="list-style-type: none"> Novalis, an intellectual interested in the Romantic point of view, wishes to justify its value to those who may not subscribe to it. (purpose) As an intellectual, Novalis’s endorsement of the greater value of poetic insights would have carried more weight. (situation)
3. Coleridge letter	<ul style="list-style-type: none"> Criticizes Newton as a materialist who views the external world with a passive mind Expresses how Shakespeare and Milton are greater than Newton 	<ul style="list-style-type: none"> At a time when Newton’s theories and pure science were praised, Coleridge, himself a poet, admires Shakespeare and Milton as greater than Newton, because Newton merely takes a passive view of the external world. (point of view/situation) As a romantic poet expressing to his letter’s reader that spirit is above science, Coleridge declares that it would take five hundred souls of Newton to make one Shakespeare or Milton. (point of view/audience)
4. M. Shelley “Frankenstein”	<ul style="list-style-type: none"> Depiction of a fictional scientist rejecting the rational approaches of the Enlightenment and turning back to alchemy. Expresses the limitations of science in understanding the most important aspects of nature 	<ul style="list-style-type: none"> As a Romantic author emphasizing the spiritual qualities of nature, Shelley has her fictional character take an approach to knowledge that Enlightenment rationalists had discarded. (point of view/purpose) Writing to British readers at the start of England’s industrialization, Shelley wishes to show how nature has spiritual qualities in order to break from a purely scientific, rational approach to nature. (point of view/purpose/situation)
5. P. Shelley, “Defense of Poetry”	<ul style="list-style-type: none"> Writes about the essence of poetry, and how it is not created purposely, but comes from within the writer, often out of his control. 	<ul style="list-style-type: none"> As a poet who is also interested in science, Shelley sees poetic knowledge as essential for understanding the world. (point of view) Addressing an audience of non-poets, Shelley is attempting to define poetic inspiration as something that comes from outside of oneself and is not under one’s conscious control. (audience)

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<p>6. Pelagio Palagi, “Newton Discovering the Refraction of Light,” painting, 1827</p>	<ul style="list-style-type: none"> • Illustrates Newton observing the refraction of light • Depicts Newton’s discovery as a moment of inspiration from watching a child blow bubbles 	<ul style="list-style-type: none"> • As a painter influenced by Romanticism, the artist attempts to show Newton as influenced less by experimental deduction but rather by a moment of inspired insight. (POV/purpose) • Shows the continuing influence of the Newtonian worldview, even as the artist adds elements of emotion and inspiration to Newton’s scientific methods, as the child’s game beats the books and instruments as the source of Newton’s discovery. (situation)
<p>7. Goethe letter</p>	<ul style="list-style-type: none"> • Writes about his own personal scientific investigations into plants and animal anatomy • Describes himself as part of a community of scholars 	<ul style="list-style-type: none"> • As a public intellectual, Goethe is eager to promote scientific research by describing his own accomplishments and their influence. (purpose) • Writing to a government official, Goethe wishes to establish his scientific credentials in a time period when states competed in science. (audience/situation)

Reporting Category	Scoring Criteria	
Row B Contextualization (0-1 points)	0 points Does not meet the criteria for one point.	1 point Describes a broader historical context relevant to the prompt.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: <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. Examples that do not earn this point: Provide an overly generalized attempt at contextualization <ul style="list-style-type: none"> <i>“There were numerous reasons for political instability in the 1900s.”</i> <i>“Political instability grew in the nineteenth century.”</i> Provide a passing phrase or reference <ul style="list-style-type: none"> <i>“Nationalism grew in the 1800s.”</i> 	Responses that earn this point: Accurately describe a context relevant to the most significant change in the sources of political instability in twentieth-century Europe. Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: <ul style="list-style-type: none"> The rise of political ideologies (conservatism, liberalism, etc.) The growth and spread of nationalism Karl Marx/Marxism Second Industrial Revolution Reform movements such as suffrage Political instability in nineteenth-century Europe Expansion of media and education Examples of acceptable contextualization: <ul style="list-style-type: none"> <i>“The spread of new types of media throughout the century, such as radio, television, and the internet, facilitated the spread of ideas, and provided new means to propagandize.”</i> <i>“The Nineteenth century saw a great deal of instability, as nationalism and industrialization contributed to revolutionary outbreaks like 1848 and the Paris Commune.”</i> <i>“Marxism had developed in the 1800 as a major source of revolutionary movements.”</i> (Minimally acceptable contextualization)
	Additional Notes: <ul style="list-style-type: none"> 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. To earn this point, the context provided must be more than a phrase or reference. 	

	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 (0-2 points)	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, using evidence to corroborate, qualify, or modify an argument that addresses the question.
	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 do not use it to frame or structure an argument. 	Responses that earn 1 point: Must demonstrate the use of historical reasoning to frame or structure an argument about the most significant change in the sources of political instability in twentieth-century Europe.	Responses that earn 2 points: May demonstrate a complex understanding in a variety of ways, such as: <ul style="list-style-type: none"> Explaining the nuance of an issue by analyzing multiple variables. Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects. Explaining relevant and insightful connections within and across periods. Confirming the validity of an argument by corroborating multiple perspectives across themes. Qualifying or modifying an argument by considering diverse or alternative views or evidence.