

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 colonization efforts of the Iberian powers (Spain and/or Portugal) and the colonization efforts of the Atlantic powers (Britain, France, and/or the Netherlands) in the period 1450 to 1700.

3. Evaluate the most significant difference between the Scientific Revolution and the Enlightenment.

4. Evaluate the most significant difference between the status of women in the period 1815 to 1914 and the status of women in the period after 1914.

STOP
END OF EXAM

Question 3: Long Essay Question, Scientific Revolution vs. The Enlightenment

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the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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 the Scientific Revolution and 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: <ul style="list-style-type: none"> Provide a historically defensible thesis or claim about the most significant difference between the Scientific Revolution and the Enlightenment. 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 numerous differences between the Scientific Revolution and the Enlightenment.”</i> Provide a historically defensible claim, but do not establish a line of reasoning <ul style="list-style-type: none"> <i>“The Scientific Revolution changed European society more than the Enlightenment did.”</i> Are overgeneralized <ul style="list-style-type: none"> <i>“A major difference between the two movements was the type of people involved in each .”</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 the two movements shared similar ideas about the importance of rational inquiry, the most important difference was their scope, as the ideas of the Enlightenment reached a much broader audience.”</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <ul style="list-style-type: none"> <i>“While both movements are intertwined, one can say that the Scientific Revolution gave birth to modern science, while the Enlightenment was an intellectual and philosophical movement that promoted the ideas of rationalism, liberty, and tolerance.”</i> Establish a line of reasoning <ul style="list-style-type: none"> <i>“The main difference was that the Scientific Revolution focused on math and physics, but the Enlightenment was about philosophy.”</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 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		
	<p>Responses that do not earn points:</p> <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. <p>Examples that do not earn points:</p> <p>Evidence outside the time period</p> <ul style="list-style-type: none"> <i>“Women actively participated in the Renaissance and Reformation.”</i> 	<p>Responses that earn 1 point:</p> <ul style="list-style-type: none"> Identify at least two specific historical examples relevant to the status of European women in the 1800s and/or 1900s. <p>Examples of evidence that are specific and relevant include the following (two examples required):</p> <ul style="list-style-type: none"> The Cult of Domesticity Female participation in the World Wars Birth control and reproductive rights Women’s suffrage movements in Britain and elsewhere Details regarding nineteenth and early twentieth century feminists [e.g., Flora Tristan, Emmeline Pankhurst] Details regarding postwar feminists [e.g., Simone de Beauvoir] Industrialization and the increased demand for female labor The effects of war mobilization on women’s labor and social status during and after the First World War Rise of companionate marriage and more stress on emotional bonds between married couples Soviet attempts to foster gender equality Marxism and socialism and the Marxist critique of the bourgeois family <p>Example of a statement that earns one point for evidence:</p> <ul style="list-style-type: none"> <i>“After the Bolshevik Revolution, the Soviet government used state resources to try to boost female equality, setting up daycare facilities and opening many professions to women, though women were largely shut out of high government positions.”</i> 	<p>Responses that earn 2 points:</p> <ul style="list-style-type: none"> Use at least two specific historical examples to support an argument regarding the most significant difference between the status of women in the period 1815 to 1914 and the status of women in the period after 1914. <p>Examples that successfully support an argument with evidence:</p> <ul style="list-style-type: none"> <i>“The spread of reliable birth control in the 1900s had a major effect on women’s status, allowing them to choose when to have children.”</i> [Uses evidence to support an argument about the greater changes in women’s status in the later period] <i>“In the 1800s and early 1900s, women in several countries gained rights to own property and manage their own legal affairs, although they still had lower status than men in many ways.”</i> [Uses evidence to support an argument about changes in women’s status in the earlier period] <i>“Women gained the right to vote in several Western European countries after the First World War in recognition of their contributions to the war effort.”</i> [Uses evidence to support an argument about changes in women’s rights after 1914]

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 through sophisticated argumentation and/or effective use of evidence.
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 most significant difference between the status of women in the period 1815 to 1914 and the status of women in the period after 1914. 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: Asserts reasoning without framing or structuring an argument <ul style="list-style-type: none"> <i>“Many aspects of women’s status changed from the 1800s to the 1900s, but some important ones stayed the same.”</i> 	Using a historical reasoning process to frame or structure an argument could include: <ul style="list-style-type: none"> Discussing differences in women’s status in the two periods, such as voting rights, marriage and divorce, labor and education in two periods using comparison. Discussing causes for changes in women’s status over the two periods using causation (e.g., explaining how World War I affected women in the workforce). 	Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided: <ul style="list-style-type: none"> Considering multiple differences in women’s status between the two periods before arguing for one as the most significant, e.g., arguing that women’s gain of political/voting rights in the twentieth century across Europe was the most significant change. [Explaining multiple similarities or differences] Elaborating differences in women’s status in different regions of Europe [e.g., Eastern vs. Western Europe or Northern vs. Mediterranean Europe] and how they affected changes in status from one period to the next. [Explaining relevant and insightful connections within and across geographical areas]

	Example of acceptable use of historical reasoning: <ul style="list-style-type: none">• <i>“The legal and political status of women changed more quickly than their social and economic status.”</i> [Indicates a difference between two categories]	<ul style="list-style-type: none">• Analyzing in some detail the contributions of at least four significant figures or events in the feminist movement that affected the status of women in the two periods. [Explaining how multiple pieces of specific and relevant evidence, at least four, support a nuanced or complex argument]
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.		