

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 difference between the Protestant Reformation and the subsequent Catholic Reformation.
3. Evaluate the most significant difference between the first Industrial Revolution and the second Industrial Revolution.
4. Evaluate the most significant difference between the economic effects of the First World War and the economic effects of the Second World War.

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.

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		
<p>Responses that do not earn this point:</p> <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. <p>Examples that do not earn this point:</p> <p>Provide a historically defensible claim, but do not establish a line of reasoning</p> <ul style="list-style-type: none"> <i>"There were many factors that influenced the Haitian Revolution."</i> <p>Establish a line of reasoning, but do not provide a historically defensible claim</p> <ul style="list-style-type: none"> <i>"While some say that the Haitian Revolution was influenced by the Enlightenment, I would say it is primarily influenced by conservative Christian religious beliefs."</i> 		<p>Responses that earn this point:</p> <p>The response must provide a historically defensible thesis or claim that establishes a position on whether or not the Haitian Revolution was caused primarily by the spread of Enlightenment ideas or by the conditions of enslavement. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.</p> <p>Examples that earn this point:</p> <p>Establish a line of reasoning that evaluates the topic of the prompt</p> <ul style="list-style-type: none"> <i>"The Haitian Revolution was not primarily influenced by the Enlightenment, instead it was primarily influenced by the conditions of enslaved people in Haiti who were subjected to inhuman conditions and had little knowledge of the Enlightenment or its ideas."</i> <p>Establish a line of reasoning that evaluates the topic of the prompt with analytic categories</p> <ul style="list-style-type: none"> <i>"Although Enlightenment thought concerning equality was a factor in the Haitian Revolution, the overall biggest factor was the horrific treatment of enslaved people, which inspired them to revolt."</i> <p>Establish a line of reasoning</p> <ul style="list-style-type: none"> <i>"The Haitian Revolution was most strongly influenced by the Enlightenment because the leaders argued for their human rights."</i> (Minimally acceptable thesis/claim)
<p>Additional Notes:</p> <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. 		

Question 2: Long Essay Question, Protestant vs. Catholic Reformations

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 Protestant Reformation and the subsequent Catholic Reformation.

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. Examples that do not earn this point: <p>Do not focus on the topic of the prompt</p> <ul style="list-style-type: none"> <i>"The most significant difference between the two Reformation was the demand for religious texts during the Reformation."</i> <p>Do not provide a historically defensible claim</p> <ul style="list-style-type: none"> <i>"The most significant difference was to encourage Protestants to create a new unified religious authority."</i> <p>Provide a historically defensible claim, but do not establish a line of reasoning</p> <ul style="list-style-type: none"> <i>"The Protestant Reformation led the Catholic Church to begin its own attempt at reformation at the Council of Trent."</i> <p>Restate the prompt or are overgeneralized</p> <ul style="list-style-type: none"> <i>"The most significant difference between the Protestant Reformation and the Catholic Reformation was the difference of religious beliefs and the social effect the Reformations had on Europe."</i> 	Responses that earn this point: Provide a historically defensible thesis or claim about the most significant difference between the Protestant Reformation and the Catholic Reformation. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.	
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 evidence relevant to the topic of the prompt.	2 points Supports an argument in response to the prompt using specific and relevant examples of 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 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: Provide evidence that is outside the time period</p> <ul style="list-style-type: none"> <i>"Jan Hus challenged the authority of the Catholic Church and was burned as a heretic."</i> 		<p>Responses that earn 1 point: <u>Identify at least two specific historical examples relevant to the topic of the difference between the Protestant Reformation and the Catholic Reformation.</u></p> <p>Examples of evidence that are specific and relevant include the following (two examples required):</p> <ul style="list-style-type: none"> The Jesuit Order The Council of Trent Protestant reformers such as Luther, Calvin, Zwingli, etc. Henry VIII and the Church of England German peasant revolts Support of German princes for Protestants Missionary activity within or outside Europe Calvinist belief in predestination Calvinist Geneva Index of Forbidden Books Sola Scriptura The printing of Latin and vernacular versions of the Christian Bible, such as the Gutenberg Bible or Luther's German Bible The growth of literacy beyond a small group of elites <p>Example of a statement that earns one point for evidence:</p> <ul style="list-style-type: none"> <i>"Henry VIII exploited the weakness of the Church to break away and create the Church of England, with himself at the head, keeping most Catholic ritual, but allowing him to divorce his wife."</i> (Mention of Henry's formation of the Church of England and mention of some of the new Church's characteristics counts as two separate pieces of evidence) 	<p>Responses that earn 2 points: <u>Use at least two specific historical examples to support an argument about the difference between the Protestant Reformation and the Catholic Reformation.</u></p> <p>Examples that successfully support an argument with evidence:</p> <ul style="list-style-type: none"> <i>"When people could read cheap printed Bibles and other religious texts for themselves, the authority of the clergy was threatened."</i> (Functions as part of an argument that print served to undermine Catholic authority and help spread Protestant ideas) <i>"Luther's words inspired a broader attack on existing hierarchies. German peasants took the ideas of Luther and used them to attack the privileges of the nobility in a series of revolts, despite Luther condemning them."</i> (Presents a topic sentence making a general statement about the effects of Luther's ideas followed by two specific examples) <i>"Martin Luther was able to use print, especially cheap printed pamphlets, to spread his ideas to a much wider audience than would have been possible if they all had to be copied by hand."</i> (Presents a piece of evidence about print and links it to an argument about the importance of print in the Protestant Reformation)
<p>Additional Notes:</p> <ul style="list-style-type: none"> Typically, statements credited as evidence will be more specific than statements credited as contextualization. 			

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	<ul style="list-style-type: none"> 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 does 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 that addresses the difference between the religious ideas of the Protestant Reformation and the religious ideas of the Catholic Reformation, although the reasoning may be uneven, limited, or imbalanced.	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. 	

<p>Examples that do not earn points:</p> <p>Provide evidence but offer no reasoning to connect the evidence to an argument</p> <ul style="list-style-type: none"> • “<i>The utopian socialists attempted to implement Marx’s ideas without revolution.</i>” 	<p>Using a historical thinking skill to frame or structure an argument could include:</p> <ul style="list-style-type: none"> • Using comparative reasoning to explain significant cultural, economic, political, or intellectual differences between the first and second Industrial Revolutions. • Structuring an argument geographically to highlight the differences between the two revolutions in different parts of Europe. • Arranging an argument to recount differences over the course of the period showing change over time. <p>Examples of acceptable use of historical reasoning:</p> <ul style="list-style-type: none"> • “<i>The expansion of consumerism was a key difference between the two revolutions.</i>” (Uses comparative reasoning to explain a significant difference between the first Industrial Revolution and the second Industrial Revolution. This statement would need to be followed with at least a minimal elaboration of this reasoning.) • “<i>While the first revolution occurred in Great Britain and Northern Europe, the second expanded this process more to central Europe and parts of southern Europe.</i>” (Uses causal reasoning to explain a significant difference between the first Industrial Revolution and the second Industrial Revolution. This statement would need to be followed up with at least a minimal elaboration of this reasoning.) 	<p>Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> • Explaining changes in the degree of difference, for instance by discussing longer-term effects of industrialization into the twentieth century. (Provides insightful connections within and across periods.) • Explaining reasons for the different regional levels of impact of the two waves of industrialization, in particular Eastern Europe vs. Central and Western Europe. (Explains nuance, multiple variables.) • Evaluating whether the differences were more significant than the similarities, for instance by considering class differentiation or ideological/policy reactions to both waves of industrialization. (Qualifies or modifies an argument.) • Considering whether there is in fact a useful distinction to be made between the two revolutions by discussing both as processes without clear beginning and end dates. (Qualifies or modifies an argument.) • Considering multiple possible differences while establishing one as clearly more significant than others explicitly discussed. (Confirms the validity of an argument by corroborating multiple perspectives across themes.)
<p>Additional Notes: This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.</p>		

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 does 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 that addresses the difference between the economic effects of the First World War and the economic effects of the Second World War, although the reasoning may be uneven, limited, or imbalanced.	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.

<p>Examples that do not earn points:</p> <p>Provide evidence but offer no reasoning to connect the evidence to an argument</p> <ul style="list-style-type: none"> • “<i>The Soviet Union dominated Eastern Europe after the Second World War.</i>” 	<p>Using a historical thinking skill to frame or structure an argument could include:</p> <ul style="list-style-type: none"> • Using comparative reasoning to explain significant economic differences between the First and Second World Wars. • Structuring an argument geographically to highlight the differences between the economic effects in different parts of Europe. • Arranging an argument to recount differences over the course of the period showing change over time. <p>Examples of acceptable use of historical reasoning:</p> <ul style="list-style-type: none"> • “<i>The linking of national economies through free-trade zones was a key difference in the economic aftermath of the Second World war.</i>” (Uses comparative reasoning to explain a significant difference between the economic effects of the First World War and the economic effects of the Second World War. This statement would need to be followed with at least a minimal elaboration of this reasoning.) 	<p>Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> • Explaining changes in the level of difference of economic impacts into the late twentieth century, for instance by discussing the fall of communism and attempts to introduce free-market reforms in former Soviet bloc economies. (Provides insightful connections within and across periods) • Explaining the level of difference in different regions of Europe, for instance by making a nuanced comparison between economic changes in Eastern vs. Western Europe. (Explains nuance, multiple variables) • Evaluating whether the differences between the two conflicts' economic effects were more significant than the similarities. (Qualifies or modifies an argument) • Considering the political changes and how they affected economic differences in Eastern vs. Western Europe. (Confirms the validity of an argument by corroborating multiple perspectives across themes)
<p>Additional Notes: This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.</p>		