

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

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 whether the First World War was primarily caused by nationalism or by the decisions of government leaders. 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: Does not respond to the prompt <ul style="list-style-type: none"> <i>“The slaughter in the trenches created a ‘lost generation’ in Europe.”</i> Provide a historically defensible claim, but do not establish a line of reasoning <ul style="list-style-type: none"> <i>“Leaders made bad decisions that caused the war.”</i> Provide an overly generalized response to the prompt <ul style="list-style-type: none"> <i>“The First World War was caused by a lot of different factors.”</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>“Although nationalistic enthusiasm enabled leaders to risk starting a war, it was really their decisions that drove the major powers to conflict.”</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <ul style="list-style-type: none"> <i>“It was really leaders’ decisions that caused the conflict, such as starting the massive arms race and creating the system of alliances.”</i> Establish a line of reasoning <ul style="list-style-type: none"> <i>“By challenging one of the great powers, Serbian nationalists started the chain of events that led to World War.”</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. 	

Question 2: Long Essay Question, Comparison of Colonization by the Atlantic Powers

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 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.

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 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. 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 many differences between the Atlantic powers who sought overseas colonies.”</i> Provide a historically defensible claim, but do not establish a line of reasoning <ul style="list-style-type: none"> <i>“The Spanish established the largest colonial empire.”</i> Are not historically defensible <ul style="list-style-type: none"> <i>“The main difference between Spanish and Portuguese efforts and the efforts of other Atlantic powers was that England, France and the Netherlands turned a profit much more quickly.”</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>“Unlike the other Atlantic powers, Spain’s empire dominated large parts of the interior of the Americas and was able to extract vast amounts of mineral wealth.”</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <ul style="list-style-type: none"> <i>“Spain and Portugal were much more strongly motivated by the desire to spread Christianity, while the other Atlantic powers primarily sought to gain wealth and power.”</i> Establish a line of reasoning <ul style="list-style-type: none"> <i>“Spain and Portugal were able to establish colonial empires much earlier than the other Atlantic powers.”</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>Provide evidence outside the time period</p> <ul style="list-style-type: none"> <i>“The British established full control over India after the Sepoy uprising.”</i> <i>“The Atlantic Powers divided Africa during the Congress of Berlin.”</i> <i>“Britain diminished French colonial power during the Seven Years’ War.”</i> 	<p>Responses that earn 1 point:</p> <ul style="list-style-type: none"> Identify at least two specific historical examples relevant to European colonization efforts in the period 1450 to 1700. <p>Examples of evidence that are specific and relevant include the following (two examples required):</p> <ul style="list-style-type: none"> Information about particular colonial holdings [e.g., New Spain, Brazil, New France, New England, Dutch East Indies, Caribbean plantation colonies] The Columbian Exchange Slavery and the transatlantic trade in enslaved persons Details of particular explorers [e.g., De Gama, Columbus, Cabot, etc.] Missionary efforts [e.g., the Franciscans, Jesuits, Dominicans, Protestants] Commodities available from various overseas locations [e.g., spices from the East Indies, furs from North America] Colonial conflicts [e.g., disputes of Spain and Portugal over newly discovered territories, English attacks on Spanish Caribbean colonies, the Dutch conquest of Brazil] Puritan [and other religious dissenters’] colonization of North America to escape persecution <p>Example of a statement that earns one point for evidence:</p> <ul style="list-style-type: none"> <i>“The Dutch were motivated by economic gain when they took over Portuguese trading posts in Ceylon and the East Indies. These posts gave them access to markets in China and India where they could secure luxury goods.”</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 colonization efforts of the Iberian powers [Spain and/or Portugal] and the colonization efforts of the Atlantic powers [Britain, France, and the Netherlands] in the period 1450 to 1700. <p>Examples that successfully support an argument with evidence:</p> <ul style="list-style-type: none"> <i>“The Spanish monarchy encouraged and supported the creation of mission stations to convert Native Americans, demonstrating how important religion was for Catholic powers as a motivating factor.”</i> [Uses evidence to support an argument about the role of religion in Spanish colonization] <i>“Although France employed Jesuit missionaries in North America, the main French efforts were directed towards increasing profits from the fur trade with Native Americans.”</i> [Uses evidence to support an argument about the role of financial motivation for colonization efforts of France] <i>“While Spanish and Portuguese spread Catholic beliefs across their colonial territories, British colonists were often religious dissenters who hoped to escape religious persecution.”</i> [Uses evidence to support an argument about different aspects of religious motivation for the colonization efforts of Atlantic powers]

Additional Notes:

- 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 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 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. 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: May include evidence but offer no reasoning to connect the evidence to an argument. <ul style="list-style-type: none"> <i>“Vasco de Gama was the first European to directly reach India by sea.”</i> 	Using a historical reasoning process to frame or structure an argument could include: <ul style="list-style-type: none"> Explaining patterns of European colonization using continuity and change to point out how the Spanish domination of the Americas was later challenged. Discussing European colonization using comparison and causation to describe how motivations differed among different European powers. 	Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided: <ul style="list-style-type: none"> Explaining contrasts between different types of motivation for colonization [e.g., religious or economic]. [Explains multiple themes or perspectives] Considering multiple differences, such as geography, motivation, economic effects, relations with colonized peoples and/or local powers, etc., before arguing one as the most significant. [Explains multiple similarities or differences] Comparing at least four specific colonies, such as New Spain, Brazil, New France, New England, to explore difference between the colonization efforts of the Atlantic powers. [Explains how at least four pieces of evidence support a nuanced or complex argument]

	<p>Example of acceptable use of historical reasoning:</p> <ul style="list-style-type: none"> • <i>“Spain was able to create a vast colonial empire in the Americas, while Dutch and French colonial holdings in the Americas were much more modest.”</i> [Indicates a difference between the geographic scope of the colonial empires of Spain and Portugal and the Atlantic powers] 	
<p>Additional Notes:</p> <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. 		

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 Scientific Revolution and the Enlightenment. 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: Assert the use of historical reasoning without framing of structuring an argument <ul style="list-style-type: none"> <i>“Scientific discoveries led to technological change.”</i> 	Using a historical reasoning process to frame or structure an argument could include: <ul style="list-style-type: none"> Discussing significant differences in the effects of the Scientific Revolution vs. the Enlightenment using comparison and/or causation. Explaining how Enlightenment figures applied some of the methods of the Scientific Revolution to deal with political, social and/or religious issues using continuity and change. 	Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided: <ul style="list-style-type: none"> Considering multiple differences (e.g., social and intellectual) between the two movements before arguing for one as the most significant. [Explaining multiple thematic differences between the two movements] Considering differences between the Enlightenment in different geographic areas and their connections to the Scientific Revolution. [Explaining relevant and insightful connections within and across geographical areas] Discussing four representative figures of the two movements to delineate the difference between the Scientific Revolution and the Enlightenment. [Explaining how multiple pieces of specific and relevant evidence support a nuanced or complex argument]

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	Example of acceptable use of historical reasoning: <ul style="list-style-type: none">• <i>“The Enlightenment differed from the Scientific Revolution both in the scope of its impact and its effect on the political status quo.”</i> [Indicates difference between the two movements]	
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.		

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 status of women in the period 1815 to 1914 and the status of women in the period after 1914. 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>“Women went through numerous significant changes of status in the 1800s and 1900s.”</i> Provide a historically defensible claim, but do not establish a line of reasoning <ul style="list-style-type: none"> <i>“The most important change for women was gaining more political power.”</i> Are not historically defensible <ul style="list-style-type: none"> <i>“Women gained more rights in the 1800s than they would later.”</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>“Although women gained the right to vote in the 1900s, the greater and more important difference between their status in the 1900s and the earlier period was they gained greater economic opportunities after 1914.”</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <ul style="list-style-type: none"> <i>“While early feminists focused on the status of women in terms of their right to vote and women’s participation in politics, the later feminist movement was more concerned with the issues of reproductive rights and equal social opportunities.”</i> Establish a line of reasoning <ul style="list-style-type: none"> <i>“World War I significantly changed the professional status of women in comparison to the earlier period because it gave them access to new jobs.”</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>“In Christianity, women were not allowed to serve as priests.”</i> <p>Provide a passing phrase or reference</p> <ul style="list-style-type: none"> <i>“Women lacked most rights prior to the twentieth century.”</i> 	<p>Responses that earn this point:</p> <ul style="list-style-type: none"> Accurately describe a context relevant to the status of European women in the 1800s and/or 1900s. <p>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> Women’s involvement in the French Revolution The Enlightenment Voices against women’s rights, including Rousseau The cult of domesticity and nuclear family Growth of educational institutions for women Ideas of popular sovereignty and national identity Early feminist writings [e.g., Mary Wollstonecraft, Olympe de Gouges] Industrialization and changes in women’s employment in the 1800s Liberal and conservative arguments against women’s role in the public sphere Socialist debates about women’s labor and political rights <p>Example of acceptable contextualization:</p> <ul style="list-style-type: none"> <i>“Predated by many individual female thinkers advocating for the equal potential of women, the early feminist movement arose as one of the responses to industrialization and socialist politics.”</i> <i>“The Enlightenment’s values of civic rights helped develop ideas of female suffrage.”</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. 	

Additional Notes:

- 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.