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INCLUDES

- ✓ Course framework
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AP[®] World History: Modern

COURSE AND EXAM DESCRIPTION

Effective
Fall 2020

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Course Framework Components

Overview

This course framework provides a description of what students should know and be able to do to qualify for college credit or placement.

The course framework includes two essential components:

1 HISTORICAL THINKING SKILLS AND REASONING PROCESSES

The historical thinking skills and reasoning processes are central to the study and practice of world history. Students should practice and develop these skills and processes on a regular basis over the span of the course.

2 COURSE CONTENT

The course content is organized into commonly taught units of study that provide a suggested sequence for the course. These units comprise the content and conceptual understandings that colleges and universities typically expect students to master to qualify for college credit and/or placement. This content is grounded in themes, which are cross-cutting concepts that build conceptual understanding and spiral throughout the course.

1

AP WORLD HISTORY

Historical Thinking Skills and Reasoning Processes

This section presents the historical thinking skills and reasoning processes that students should develop during the AP history courses that form the basis of the tasks on the AP history exams.

Historical Thinking Skills

The AP historical thinking skills describe what students should be able to do while exploring course concepts. The table that follows presents these skills, which students should develop during the AP World History course.

The unit guides later in this publication embed and spiral these skills throughout the course, providing teachers with one way to integrate the skills into the course content with sufficient repetition to prepare students to transfer those skills when taking the AP Exam.

More detailed information about teaching the historical thinking skills can be found in the Instructional Approaches section of this publication.



AP Historical Thinking Skills

Skill 1	Skill 2	Skill 3	Skill 4	Skill 5	Skill 6
<p>Developments and Processes 1</p> <p>Identify and explain historical developments and processes.</p>	<p>Sourcing and Situation 2</p> <p>Analyze sourcing and situation of primary and secondary sources.</p>	<p>Claims and Evidence in Sources 3</p> <p>Analyze arguments in primary and secondary sources.</p>	<p>Contextualization 4</p> <p>Analyze the context of historical events, developments, or processes.</p>	<p>Making Connections 5</p> <p>Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes.</p>	<p>Argumentation 6</p> <p>Develop an argument.</p>

SKILLS

1.A Identify a historical concept, development, or process.

1.B Explain a historical concept, development, or process.

2.A Identify a source's point of view, purpose, historical situation, and/or audience.

2.B Explain the point of view, purpose, historical situation, and/or audience of a source.

2.C Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.

3.A Identify and describe a claim and/or argument in a text-based or non-text-based source.

3.B Identify the evidence used in a source to support an argument.

3.C Compare the arguments or main ideas of two sources.

3.D Explain how claims or evidence support, modify, or refute a source's argument.

4.A Identify and describe a historical context for a specific historical development or process.

4.B Explain how a specific historical development or process is situated within a broader historical context.

5.A Identify patterns among or connections between historical developments and processes.

5.B Explain how a historical development or process relates to another historical development or process.

6.A Make a historically defensible claim.

6.B Support an argument using specific and relevant evidence.

- Describe specific examples of historically relevant evidence.
- Explain how specific examples of historically relevant evidence support an argument.

6.C Use historical reasoning to explain relationships among pieces of historical evidence.

6.D Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might:

- Explain nuance of an issue by analyzing multiple variables.
- Explain relevant and insightful connections within and across periods.
- Explain the relative historical significance of a source's credibility and limitations.
- Explain how or why a historical claim or argument is or is not effective.



Reasoning Processes

Reasoning processes describe the cognitive operations that students will be required to apply when engaging with the historical thinking skills on the AP Exam. The reasoning processes ultimately represent the way practitioners think in the discipline. Specific aspects of the cognitive process are defined under each reasoning process.

Reasoning Process 1	Reasoning Process 2	Reasoning Process 3
<i>Comparison</i>	<i>Causation</i>	<i>Continuity and Change</i>
<ul style="list-style-type: none">1.i: Describe similarities and/or differences between different historical developments or processes.1.ii: Explain relevant similarities and/or differences between specific historical developments and processes.1.iii: Explain the relative historical significance of similarities and/or differences between different historical developments or processes.	<ul style="list-style-type: none">2.i: Describe causes and/or effects of a specific historical development or process.2.ii: Explain the relationship between causes and effects of a specific historical development or process.2.iii: Explain the difference between primary and secondary causes and between short- and long-term effects.2.iv: Explain how a relevant context influenced a specific historical development or process.2.v: Explain the relative historical significance of different causes and/or effects.	<ul style="list-style-type: none">3.i: Describe patterns of continuity and/or change over time.3.ii: Explain patterns of continuity and/or change over time.3.iii: Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.

2

AP WORLD HISTORY

Course Content

Influenced by the Understanding by Design® (Wiggins and McTighe) model, this course framework provides a description of the course requirements necessary for student success.

The course content is organized into commonly taught units. The units have been arranged in a logical sequence frequently found in many college courses and textbooks.

The nine units in AP World History, and their approximate weighting on the AP Exam, are listed on the following page.

Pacing recommendations at the unit level and on the Course at a Glance provide suggestions for how to teach the required course content and administer the Personal Progress Checks. The suggested class periods are based on a schedule in which the class meets five days a week for 45 minutes each day. While these recommendations have been made to aid planning, teachers should of course adjust the pacing based on the needs of their students, alternate schedules (e.g., block scheduling), or their school's academic calendar.

TOPICS

Each unit is broken down into teachable segments called topics. The topic pages (starting on page 38) contain all required content for each topic. Although most topics can be taught in one or two class periods, teachers are again encouraged to pace the course to suit the needs of their students and school.

Units	Chronological Period*	Exam Weighting
Unit 1: The Global Tapestry	c. 1200 to c. 1450	8–10%
Unit 2: Networks of Exchange		8–10%
Unit 3: Land-Based Empires	c. 1450 to c. 1750	12–15%
Unit 4: Transoceanic Interconnections		12–15%
Unit 5: Revolutions	c. 1750 to c. 1900	12–15%
Unit 6: Consequences of Industrialization		12–15%
Unit 7: Global Conflict	c. 1900 to the present	8–10%
Unit 8: Cold War and Decolonization		8–10%
Unit 9: Globalization		8–10%

*Events, processes, and developments are not constrained by the given dates and may begin before, or continue after, the approximate dates assigned to each unit.

Themes

The themes serve as the connective tissue of the course and enable students to create meaningful connections across units. They are often broader ideas that become threads that run throughout the course. Revisiting them and applying them in a variety of contexts helps students to develop deeper conceptual understanding. Below are the themes of the course and a brief description of each.

THEME 1: HUMANS AND THE ENVIRONMENT (ENV)

The environment shapes human societies, and as populations grow and change, these populations in turn shape their environments.

THEME 2: CULTURAL DEVELOPMENTS AND INTERACTIONS (CDI)

The development of ideas, beliefs, and religions illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, social, and cultural implications.

THEME 3: GOVERNANCE (GOV)

A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.

THEME 4: ECONOMIC SYSTEMS (ECN)

As societies develop, they affect and are affected by the ways that they produce, exchange, and consume goods and services.

THEME 5: SOCIAL INTERACTIONS AND ORGANIZATION (SIO)

The process by which societies group their members and the norms that govern the interactions between these groups and between individuals influence political, economic, and cultural institutions and organization.

THEME 6: TECHNOLOGY AND INNOVATION (TEC)

Human adaptation and innovation have resulted in increased efficiency, comfort, and security, and technological advances have shaped human development and interactions with both intended and unintended consequences.

Course at a Glance

Plan

The Course at a Glance provides a useful visual organization of the AP World History curricular components, including:

- Sequence of units, along with approximate weighting and suggested pacing. Please note, pacing is based on 45-minute class periods, meeting five days each week for a full academic year.
- Progression of topics within each unit.
- Spiraling of the themes and historical thinking skills across units.

Teach

HISTORICAL THINKING SKILLS

Historical thinking skills spiral across units.

- | | |
|---|-----------------------------|
| 1 Developments and Processes | 4 Contextualization |
| 2 Sourcing and Situation | 5 Making Connections |
| 3 Claims and Evidence in Sources | 6 Argumentation |

THEMES

Themes spiral across units.

- | | |
|---|---|
| ENV Humans and the Environment | ECN Economic Systems |
| CDI Cultural Developments and Interactions | SIO Social Interactions and Organization |
| GOV Governance | TEC Technology and Innovation |

Assess

Assign the Personal Progress Checks—either as homework or in class—for each unit. Each Personal Progress Check contains formative multiple-choice and free-response questions. The feedback from the Personal Progress Checks shows students the areas where they need to focus.

UNIT
1

The Global Tapestry
c. 1200 to c. 1450

~10–13 Class Periods **8–10%** AP Exam Weighting

GOV	1.1 Developments in East Asia from c. 1200 to c. 1450
CDI	
ECN	
4	
CDI	1.2 Developments in Dar al-Islam from c. 1200 to c. 1450
GOV	
TEC	
1	
CDI	1.3 Developments in South and Southeast Asia from c. 1200 to c. 1450
GOV	
3	
GOV	1.4 State Building in the Americas
3	
GOV	1.5 State Building in Africa
1	
CDI	1.6 Developments in Europe from c. 1200 to c. 1450
GOV	
SIO	
1	
6	1.7 Comparison in the Period from c. 1200 to c. 1450

UNIT
2

Networks of Exchange
c. 1200 to c. 1450

~10–13 Class Periods **8–10%** AP Exam Weighting

ECN	2.1 The Silk Roads
4	
GOV	2.2 The Mongol Empire and the Making of the Modern World
ECN	
CDI	
5	
ECN	2.3 Exchange in the Indian Ocean
CDI	
ENV	
5	
TEC	2.4 Trans-Saharan Trade Routes
GOV	
1	
CDI	2.5 Cultural Consequences of Connectivity
2	
ENV	2.6 Environmental Consequences of Connectivity
5	
6	2.7 Comparison of Economic Exchange

Personal Progress Check 1

Multiple-choice: ~15 questions

Short-answer: 2 questions

- Primary source (partial)
- Primary source (partial)

Free-response: 1 question

- Long essay (partial)

Personal Progress Check 2

Multiple-choice: ~15 questions

Short-answer: 2 questions

- Primary source
- Primary source

Free-response: 1 question

- Long essay (partial)

NOTE: Partial versions of the free-response questions are provided to prepare students for more complex, full questions that they will encounter on the AP Exam.

UNIT 3

Land-Based Empires
c. 1450 to c. 1750

~8–11 Class Periods **12–15%** AP Exam Weighting

- GOV** 3.1 Empires Expand
1

- GOV** 3.2 Empires: Administration
4

- CDI** 3.3 Empires: Belief Systems
2

- 6 3.4 Comparison in Land-Based Empires

Personal Progress Check 3

- Multiple-choice: ~10 questions**
Short-answer: 2 questions
- Primary source
 - Primary source
- Free-response: 1 question**
- Long essay (partial)

UNIT 4

Transoceanic Interconnections
c. 1450 to c. 1750

~22–25 Class Periods **12–15%** AP Exam Weighting

- TEC** 4.1 Technological Innovations from 1450 to 1750
4

- GOV** 4.2 Exploration: Causes and Events from 1450 to 1750
ECN
5

- ENV** 4.3 Columbian Exchange
3

- GOV** 4.4 Maritime Empires Established
ECN
SIO
2

- ECN** 4.5 Maritime Empires Maintained and Developed
GOV
SIO
CDI
3

- GOV** 4.6 Internal and External Challenges to State Power from 1450 to 1750
4

- SIO** 4.7 Changing Social Hierarchies from 1450 to 1750
3

- 6 4.8 Continuity and Change from 1450 to 1750

Personal Progress Check 4

- Multiple-choice: ~15 questions**
Short-answer: 2 questions
- Primary source
 - Secondary source
- Free-response: 1 question**
- Long essay (partial)

UNIT 5

Revolutions
c. 1750 to c. 1900

~20–23 Class Periods **12–15%** AP Exam Weighting

- CDI** 5.1 The Enlightenment
SIO
3

- GOV** 5.2 Nationalism and Revolutions in the Period from 1750 to 1900
3

- ENV** 5.3 Industrial Revolution Begins
1

- TEC** 5.4 Industrialization Spreads in the Period from 1750 to 1900
5

- TEC** 5.5 Technology of the Industrial Age
1

- GOV** 5.6 Industrialization: Government's Role from 1750 to 1900
5

- ECN** 5.7 Economic Developments and Innovations in the Industrial Age
5

- SIO** 5.8 Reactions to the Industrial Economy from 1750 to 1900
2

- SIO** 5.9 Society and the Industrial Age
4

- 6 5.10 Continuity and Change in the Industrial Age

Personal Progress Check 5

- Multiple-choice: ~25 questions**
Short-answer: 2 questions
- Secondary source
 - No source
- Free-response: 2 questions**
- Long essay (partial)
 - Document-based (partial)

UNIT 6

Consequences of Industrialization

c. 1750 to c. 1900

~12–15

Class Periods

12–15%

AP Exam Weighting

CDI 4	6.1 Rationales for Imperialism from 1750 to 1900
GOV 4	6.2 State Expansion from 1750 to 1900
GOV 2	6.3 Indigenous Responses to State Expansion from 1750 to 1900
ENV 2	6.4 Global Economic Development from 1750 to 1900
ECN 4	6.5 Economic Imperialism from 1750 to 1900
ENV ECN 5	6.6 Causes of Migration in an Interconnected World
SIO 5	6.7 Effects of Migration
6	6.8 Causation in the Imperial Age

Personal Progress Check 6

Multiple-choice: ~20 questions

Short-answer: 2 questions

- No source
- Primary source

Free-response: 1 question

- Document-based (partial)

UNIT 7

Global Conflict

c. 1900 to the present

~9–12

Class Periods

8–10%

AP Exam Weighting

GOV 4	7.1 Shifting Power After 1900
GOV 1	7.2 Causes of World War I
TEC 3	7.3 Conducting World War I
ECN 2	7.4 The Economy in the Interwar Period
GOV 2	7.5 Unresolved Tensions After World War I
GOV 2	7.6 Causes of World War II
GOV 3	7.7 Conducting World War II
SIO 5	7.8 Mass Atrocities After 1900
6	7.9 Causation in Global Conflict

Personal Progress Check 7

Multiple-choice: ~25 questions

Short-answer: 2 questions

- Secondary source
- No source

Free-response: 1 question

- Document-based

UNIT 8

Cold War and Decolonization

c. 1900 to the present

~14–17

Class Periods

8–10%

AP Exam Weighting

GOV 4	8.1 Setting the Stage for the Cold War and Decolonization
CDI 2	8.2 The Cold War
GOV 5	8.3 Effects of the Cold War
ECN SIO 2	8.4 Spread of Communism After 1900
GOV 5	8.5 Decolonization After 1900
GOV ECN 3	8.6 Newly Independent States
CDI 2	8.7 Global Resistance to Established Order After 1900
GOV 1	8.8 End of the Cold War
6	8.9 Causation in the Age of the Cold War and Decolonization

Personal Progress Check 8

Multiple-choice: ~25 questions

Short-answer: 2 questions

- No source
- Primary source

Free-response: 1 question

- Document-based

UNIT
9

Globalization
c. 1900 to the present

~8–11 Class Periods

8–10% AP Exam Weighting

TEC 5	9.1 Advances in Technology and Exchange After 1900
ENV 5	9.2 Technological Advances and Limitations After 1900: Disease
ENV 4	9.3 Technological Advances: Debates About the Environment After 1900
ECN 2	9.4 Economics in the Global Age
SIO 4	9.5 Calls for Reform and Responses After 1900
CDI 4	9.6 Globalized Culture After 1900
CDI 2	9.7 Resistance to Globalization After 1900
GOV 3	9.8 Institutions Developing in a Globalized World
6	9.9 Continuity and Change in a Globalized World

Personal Progress Check 9

Multiple-choice: ~25 questions

Short-answer: 2 questions

- Secondary source
- No source

Free-response: 1 question

- Long essay

AP WORLD HISTORY

Exam Information

Exam Overview

The AP World History Exam assesses student understanding of the historical thinking skills and learning objectives outlined in the course framework. The exam is 3 hours and 15 minutes long and students are required to answer 55 multiple-choice questions, 3 short-answer questions, 1 document-based question, and 1 long essay question. The details of the exam, including exam weighting and timing, can be found below:

Section	Question Type	Number of Questions	Exam Weighting	Timing
I	Part A: Multiple-choice questions	55	40%	55 minutes
	Part B: Short-answer questions	3	20%	40 minutes
	Question 1: Secondary source(s)			
	Question 2: Primary source			
	Students select one:			
	Question 3: No stimulus			
	Question 4: No stimulus			
II	Free-response questions	2		
	Question 1: Document-based		25%	60 minutes (includes 15-minute reading period)
	Students select one:		15%	40 minutes
	Question 2: Long essay			
	Question 3: Long essay			
	Question 4: Long essay			

The exam assesses content from the six course themes:

Theme 1: Humans and the Environment

Theme 2: Cultural Developments and Interactions

Theme 3: Governance

Theme 4: Economic Systems

Theme 5: Social Interactions and Organization

Theme 6: Technology and Innovation

The exam weighting for each of the nine units of the course is provided below.

Units	Chronological Period*	Exam Weighting
Unit 1: The Global Tapestry	c. 1200 to c. 1450	8–10%
Unit 2: Network of Exchange		8–10%
Unit 3: Land-Based Empires	c. 1450 to c. 1750	12–15%
Unit 4: Transoceanic Interconnections		12–15%
Unit 5: Revolutions	c. 1750 to c. 1900	12–15%
Unit 6: Consequences of Industrialization		12–15%
Unit 7: Global Conflict	c. 1900 to the present	8–10%
Unit 8: Cold War and Decolonization		8–10%
Unit 9: Globalization		8–10%

*Events, processes, and developments are not constrained by the given dates and may begin before, or continue after, the approximate dates assigned to each unit.

Section I

PART A: MULTIPLE-CHOICE

The first part of Section I of the AP World History Exam includes 55 multiple-choice questions typically appearing in sets of three to four questions, each with one or more stimuli, including primary texts, secondary texts, images (artwork, photos, posters, cartoons, etc.), charts or other quantitative data, and maps. Additionally, there will be at least one set of paired text-based stimuli. Multiple-choice questions require analysis of the provided stimulus sources and of the historical developments and processes described in the sources.

PART B: SHORT-ANSWER

The second part of Section I of the AP Exam also includes three required short-answer questions. Short-answer question 1 is required and includes a secondary source stimulus. The topic of the question will include historical developments or processes between the years 1200 and 2001.

Short-answer question 2 is required and includes a primary source stimulus. The topic of the question will include historical developments or processes between the years 1200 and 2001.

Students may select short-answer questions 3 or 4, neither of which includes a stimulus. Short-answer question 3 will focus on historical developments or processes between the years 1200 and 1750. Short-answer question 4 will focus on historical developments or processes between the years 1750 and 2001.

All four historical periods are represented among the four short-answer questions.

Section II

DOCUMENT-BASED QUESTION

The document-based question presents students with seven documents offering various perspectives on a historical development or process. The question requires students to 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.
- Use the provided documents to support an argument in response to the prompt.
- Use historical evidence beyond 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.
- Demonstrate 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.

The topic of the document-based question will include historical developments or processes between the years 1450 and 2001.

LONG ESSAY QUESTION

The long essay question requires students to 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.
- Demonstrate 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.

Students must select one of the three long essay questions. Each question focuses on the same reasoning process, but historical developments and processes in different time periods. The first option focuses primarily on historical developments or processes between 1200 and 1750, the second primarily on historical developments or processes between 1450 and 1900, and the third primarily on historical developments or processes between 1750 and 2001.

How Student Learning Is Assessed on the AP Exam

The six historical thinking skills are assessed on the AP Exam as detailed below.

Historical Thinking Skill	Multiple-Choice Questions	Free-Response Questions
Skill 1: Developments and Processes	Multiple-choice questions assess students' ability to identify and explain historical developments and processes.	The short-answer questions, document-based question, and long essay question assess students' ability to identify and explain historical developments and processes.
Skill 2: Sourcing and Situation	Multiple-choice questions assess students' ability to analyze sourcing and situation of primary and secondary sources. Students will need to identify and explain a source's point of view, purpose, historical situation and audience, including its significance. Additionally, students will need to explain how the sourcing and situation might limit the use(s) of a source.	Short-answer questions 1 and/or 2 assess students' ability to analyze the sourcing or situation in primary or secondary sources. The document-based question assesses students' ability to analyze how the point of view, purpose, historical situation, and/or audience is relevant to an argument.
Skill 3: Claims and Evidence in Sources	Multiple-choice questions assess students' ability arguments in primary and secondary sources, including identifying and describing claims and evidence used. Additionally, students will need to compare arguments and explain how claims or evidence support, modify, or refute a source's argument.	Short-answer questions 1 and/or 2 assess students' ability to analyze arguments in primary or secondary sources. The document-based question also provides opportunities for students to analyze arguments in primary sources.
Skill 4: Contextualization	Multiple-choice questions assess students' ability to identify and describe a historical context for a specific historical development or process as well as explain how a specific development or process is situated within a broader historical context.	The document-based question and long essay question assess students' ability to describe a broader historical context relevant to the topic of the question. One or two of the short-answer questions may also assess this skill.
Skill 5: Making Connections	Multiple-choice questions assess students' ability to analyze patterns and connections between and among historical developments and processes using historical reasoning (e.g., comparison, causation, continuity and change).	The document-based question, long essay question, and one or more of the short-answer questions all assess this skill.
Skill 6: Argumentation	No multiple-choice questions explicitly assess the argumentation skill.	The document-based question and long essay question assess argumentation.

Task Verbs Used in Free-Response Questions

The following task verbs are commonly used in the free-response questions:

Compare: Provide a description or explanation of similarities and/or differences.

Describe: Provide the relevant characteristics of a specified topic.

Evaluate: Judge or determine the significance or importance of information, or the quality or accuracy of a claim.

Explain: Provide information about how or why a relationship, process, pattern, position, situation, or outcome occurs, using evidence and/or reasoning. Explain “how” typically requires analyzing the relationship, process, pattern, position, situation, or outcome, whereas explain “why” typically requires analysis of motivations or reasons for the relationship, process, pattern, position, situation, or outcome.

Identify: Indicate or provide information about a specified topic, without elaboration or explanation.

Support an argument: Provide specific examples and explain how they support a claim.

Sample Exam Questions

The sample exam questions that follow illustrate the relationship between the course framework and the AP World History: Modern Exam and serve as examples of the types of questions that appear on the exam. After the sample questions is a table that shows to which skill and learning objective(s), each question relates. The table also provides the answers to the multiple-choice questions.

Section I

PART A: MULTIPLE-CHOICE

Questions 1–3 refer to the passage below.

“To the most holy father, the Pope:

Most of our kingdom of Hungary was reduced to a desert by the scourge of the Mongols’ invasion. Now, we receive news every day that the Mongols have again unified their forces and will soon send their countless troops against all of Europe. We are afraid that we will be unable to withstand the Mongols’ ferocity in battle unless the Pope is able to persuade other Christian rulers to send us aid to fortify our kingdom.

When the Mongols invaded in 1241, we sent requests for military aid to the papacy, the Holy Roman Emperor, the king of France, and others. But from all of them we received only words of support. We, for shame, resorted to inviting pagan Cumans* into our kingdom.

If, God forbid, our kingdom fell to the Mongols, the door would be open for them to invade the other regions of the Catholic faith from the Hungarian steppes. So, the people in our kingdom cannot cease to be amazed that you offer substantial help to the Christian territories overseas, which if they were lost would not harm the inhabitants of Europe more than if our kingdom fell.”

*a people who dwelled along the steppes of the Black Sea and in Central Asia

King Béla IV of Hungary, letter to Pope Innocent IV, circa 1250

1. Which of the following features of Europe in the period circa 1200–1450 most directly contributed to the fact that the king of Hungary did not receive the military assistance that he requested in 1241, as mentioned in the third paragraph?
 - (A) The existence of numerous feudal states that were frequently in conflict with one another
 - (B) The development of parliaments that could check royal authority
 - (C) The growing political power of regional trade organizations such as the Hanseatic League
 - (D) The religious divisions of Europe into Protestants and Catholics as a result of the Reformation

2. Béla IV's statement in the fourth paragraph that the Hungarian people "cannot cease to be amazed" by the actions of the papacy most directly refers to the papacy's failure to aid the Hungarians while
- (A) sending missionaries to China
 - (B) supporting Christian conquests in the Iberian Peninsula
 - (C) initiating European military campaigns in the Middle East
 - (D) encouraging maritime exploration in the Indian Ocean
3. All of the following statements are factually accurate. Which would best explain Béla IV's reasoning for inviting the Cumans into Hungary as mentioned in the third paragraph?
- (A) Cumans had settled in Hungary and had been granted local autonomy.
 - (B) Cuman slave soldiers had become the rulers of the Mamluk Sultanate of Egypt.
 - (C) Cumans were ethnic Turks who spoke a language intelligible to the Mongols.
 - (D) Cumans were nomadic warriors and were familiar with the Mongols' military tactics.

Questions 4–6 refer to the following two maps.

Map 1

**Navigational Map Produced
by Albino De Canepa, Genoese Mapmaker, 1489**

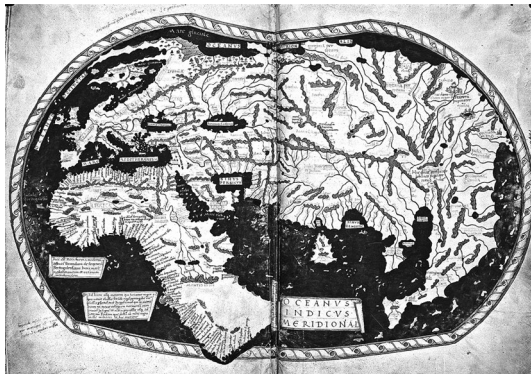


The History Collection/Alamy Stock Photo

The map shows a number of cities and places, including Genoa, Venice, Paris, the Muslim emirate of Granada, Algiers, Cairo, Jerusalem, Damascus, and several cities along the Danube River.

Map 2

**World Map, Produced By Henricus Martellus,
A German Cartographer Working in Florence, Italy, Early 1490s**



The Picture Art Collection/Alamy Stock Photo

4. Which of the following historical developments most strongly contributed to the mapmaker's depiction of West Africa and the southern half of the world in Map 2?
- (A) Portugal's development of maritime technology and navigational skills
 - (B) China's naval expeditions in the Indian Ocean basin
 - (C) The limited geographical knowledge of western European mapmakers as a result of the region's commercial isolation
 - (D) The decline of Mediterranean powers such as Genoa and Venice and the rise of Atlantic powers such as England, France, and the Netherlands

5. A historian would most likely use Map 1 to research which of the following developments in the period 1450–1750 ?
- (A) The efforts of wealthy Renaissance patrons to encourage the fine arts and scientific research
 - (B) The ways that European cartography drew on earlier knowledge from the Islamic world and merchant activity in the Mediterranean
 - (C) The influence of Crusades against the Ottoman Empire on the commercial expansion of Italian city-states
 - (D) The consolidation of the Russian Empire, its expansion into Siberia, and its challenge to imperial China
6. Which of the following factors would contribute most to future revisions of Map 2?
- (A) Western Europeans' discovery of geographical scholarship from the Mongol khanates
 - (B) The experiences of European merchants transporting Asian goods in the Indian Ocean
 - (C) Spanish sponsorship of trans-Atlantic and trans-Pacific maritime exploration
 - (D) Qing China's resumption of maritime expeditions to expand its tribute system

Questions 7–9 refer to the passage below.

“Concerning his greatest project, the *Selimiye* imperial mosque, Sinan himself said this:

‘Sultan Selim II [reigned 1566–1574] ordered the building of a great mosque in the city of Edirne. I, Sinan, his humble servant, prepared for him a design showing four minaret towers, each standing at one of the four corners of an enormous central prayer hall topped by a great dome. Each of the four minarets had three balconies, with separate staircases leading to each balcony. Previously only one Ottoman mosque had a minaret with three balconies, and its one minaret is like a thick tower. But the minarets I designed for Sultan Selim’s mosque are slender and elegant. The difficulty of putting three staircases in such slender structures should be obvious to anyone.

Those among the Christians* who consider themselves architects used to say that no building can ever be covered by a dome that is larger than that of the Christian church of Hagia Sophia in Constantinople. They used to claim that no Muslim architect would ever be able to build a mosque whose dome even approaches in size that of the Hagia Sophia. Yet in the *Selimiye* mosque, with the help of God and with the support of His Majesty the Sultan, I was able to build a dome that is about 10 feet higher and 6 feet wider than the dome of the Hagia Sophia.”

*Sinan himself was born into an Ottoman Greek Christian family, but was converted to Islam when he began training for government service as a young boy.

Sai Mustafa Chelebi, Ottoman court official, biography of the famous Ottoman architect Mimar Sinan, written circa 1600

7. Which of the following characteristics of the Ottoman Empire best explains why Sinan was determined to match the dimensions of the Hagia Sophia church, as discussed in the third paragraph?
- (A) The Ottoman dynasty was descended from Turkic pastoralist nomads who did not have their own tradition of monumental architecture.
 - (B) Ottoman art often illustrated the historical and spiritual connections between Islam and other monotheistic religions, such as Christianity and Judaism.
 - (C) By the time the Ottoman Empire began to expand, the Byzantine Empire had already been dramatically reduced in size and geopolitical importance.
 - (D) Bringing Constantinople, with its imperial traditions, under Islamic rule was one of the central pillars of Ottoman rulers’ claims to political legitimacy.

8. Based on the intended purpose of Sinan's biography, it is most likely that the information in the passage might be
- (A) overstating the extent of the architectural challenges Sinan faced in building the mosque
 - (B) understating the extent of Ottoman royal support for the building of the mosque
 - (C) overstating Christian architects' achievements and their contributions to the building on the mosque
 - (D) intentionally attributing the building of the mosque to Sinan even though he was not the architect
9. Sinan's service to the Ottoman state best illustrates the fact that land-based empires in the period 1450–1750 often relied on
- (A) appointed bureaucrats to break the power of entrenched landed aristocracies
 - (B) mass conscription of soldiers to carry out their territorial expansion
 - (C) methods of recruitment of officials that made use of the ethnic and religious diversity of their subjects
 - (D) members of the clergy to perform religious services, administer religious law, and oversee public order

Questions 10–12 refer to the passage below.

“Imagine that Chinese ships were to start importing arsenic* into England, advertising it as a harmless, foreign and fashionable luxury. Next, imagine that after a few years of arsenic being all the rage, with hundreds of thousands using it, the British government were to ban its use because of its bad effects. Finally, imagine again that, in opposition to this ban on arsenic, Chinese ships were to be positioned off the coast of England, making occasional raids on London.

Advocates of the opium-smuggling profession argue that it is immensely profitable and that supplying opium in bulk as they are doing is not immoral and it only becomes vulgar when the opium is sold in small portions, to individual users. What admirable logic with which one may shield oneself from reality, satisfied that the opium trade is nothing more than ‘supplying an important source of revenue to British companies operating in India.’

The trade may be a profitable one—it may be of importance to the Indian government, and to individuals—but to pretend that it can be defended as harmless to health and morals is to argue the impossible. Anyone who seriously thinks about the subject cannot defend what is, in itself, manifestly indefensible.”

*a poisonous substance

“Remarks on the Opium Trade,” letter to a British magazine
from an anonymous English merchant in Guangzhou (Canton),
China, published in 1836

10. The trade described in the passage is best seen as an early example of which of the following?
- (A) The economic decline of Asian states resulting from the importation of cheap consumer goods from Europe
 - (B) The growing economic influence of European immigrants in China
 - (C) The declining political power of European joint-stock companies in Asia because of states assuming direct imperial control
 - (D) The use of economic imperialism by European merchants and states
11. As described in the second paragraph, the arguments made by the supporters of the opium trade were most similar to the arguments made in the early nineteenth century by supporters of the continued use of
- (A) artisanal and craft production, as opposed to the factory system
 - (B) mercantilist trade practices, as opposed to free trade
 - (C) African slave labor on sugar plantations in the Americas
 - (D) women’s and children’s labor in the production of luxury goods in Chinese households

12. A historian might argue that the trade described in the passage reflected a turning point in world history primarily because the opium trade
- (A) shifted the pattern of historic European trade imbalances with China
 - (B) marked the transition from mercantilist trade toward capitalist free trade
 - (C) was the first time that Europeans used migrant labor to grow crops for global distribution
 - (D) relied upon industrial techniques of production and modern consumer marketing

Questions 13–15 refer to the following two passages.

Source 1

“I have long dreamed of buying an island owned by no nation whatsoever and of establishing the World Headquarters of the Dow company there, on the truly neutral ground of such an island, beholden to no nation or society. If we were located on such truly neutral ground, we could then operate in the United States as U.S. citizens, in Japan as Japanese citizens, and in Brazil as Brazilians rather than being governed primarily by the laws of the United States. We could even pay any native workers handsomely to move elsewhere.”

Carl A. Gerstacker, chairman of the Dow Chemical Company,
a United States corporation, speech before the White House
“Conference on the Industrial World Ahead,” 1972

Source 2

“I was asked the other day about United States competitiveness in the world economy. I replied that I don’t think about it at all. We at NCR think of ourselves as a globally competitive company that happens to be headquartered in the United States.”

Gilbert Williamson, president of NCR Corporation, a United States
technology company, interview with the *New York Times*, 1989

13. The views expressed in the two passages were most directly enabled by which of the following economic trends in the late twentieth century?
- (A) Many of the defeated countries in the Second World War received generous economic assistance from the United States after the war.
 - (B) Governments in newly independent postcolonial states sought to limit their countries’ economic reliance on the former colonial powers.
 - (C) The governments of many developed Western countries adopted policies of economic liberalization and deregulation.
 - (D) Governments in Asia cooperated with private businesses in an effort to maximize exports and acquire foreign currencies from Europe and the United States.
14. The corporate philosophy reflected in the two passages most directly contributed to which of the following?
- (A) The inability of the Soviet-planned economy to compete successfully with the economies of the United States and other Western countries
 - (B) The shift of manufacturing capacity from the postindustrial countries of the West to the new manufacturing centers in Asia and Latin America
 - (C) The passage of stronger measures to safeguard workers’ and consumers’ rights in many developed countries
 - (D) Increased popular hostility toward economic migrants and migrations in many countries

15. In the late twentieth and early twenty-first centuries, which of the following was most directly a response to the business philosophy expressed in the two passages?
- (A) Trade unionism
 - (B) Liberation theology
 - (C) International Socialism
 - (D) Antiglobalization activism

PART B: SHORT-ANSWER QUESTION WITH PRIMARY SOURCE

The following is an example of short-answer question 2 found on the AP Exam. Note that on the actual AP Exam, students will answer three short-answer questions.

2. Use the passage below to answer all parts of the question that follows.

“Having questioned Sidotti,* I understand that Christians teach that their God produced heaven and earth and make him out to be the Great Lord and Father. This God of theirs, they say, cannot be served without giving him all of one’s love and all of one’s reverence. What these Christians are in effect saying is this: I have a [real] father, but I do not love him because I reserve all my love for God; I have a [real] lord, but I don’t revere him because I reserve all my reverence for God. Now this is what we call being impious and disloyal! According to the *Book of Rites*, it is the emperor, the Son of Heaven, who should be worshipping God, the Lord of Heaven. It is not a duty that is given to ordinary people. And that is in order to prevent the blurring of the line between the exalted and the base. Thus, the sovereign is Heaven to the subjects just as the father is Heaven to the child.”

*Giovanni Battista Sidotti was an Italian priest who had entered Japan in 1708, in violation of the Japanese government’s prohibition on Christian missionary activities.

Arai Hakuseki, Japanese scholar and adviser to the
Tokugawa shogun, report, circa 1720

- (A) Describe ONE way in which Hakuseki’s argument was influenced by long-standing Asian cultural traditions.
- (B) Explain ONE way in which the religious encounter referred to in the passage differed from most other religious encounters in the period circa 1450–1750.
- (C) Explain ONE historical situation in the period 1450–1750, other than the one illustrated in the passage, in which states in Asia or Africa adopted policies to limit European political power or cultural influence.

Section II

The following are examples of the kinds of free-response questions found on the exam. Note that on the actual AP Exam, students will answer one document-based question and will select one of the three long essay questions to answer.

DOCUMENT-BASED QUESTION

1. Evaluate the extent to which the experience of the First World War changed relationships between Europeans and colonized peoples.

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.

Document 1

Source: John Chilembwe, native of British Nyasaland (present-day Malawi) and ordained Baptist minister, letter sent to the *Nyasaland Times*,* November 1914.

We have been invited to shed our innocent blood in this world war which is now in progress. In the past, it was said indirectly that Africa had nothing to do with the civilized world. But now we find that the poor African has already been plunged into the great war. The masses of our people are ready to put on uniforms, ignorant of what they have to face or why they have to face it. We natives have been loyal since the commencement of this [British] Government, and in all departments of Nyasaland the welfare of the British would have been incomplete without our loyalty. But in time of peace the Government failed to help the underdog. In time of peace everything was for Europeans only. But in time of war it has been found that we are needed to share hardships and shed our blood in equality. The poor Africans who have nothing to win in this present world are invited to die for a cause which is not theirs.

*The letter was published but later retracted by the newspaper's British editors, and the entire issue was subsequently withdrawn from circulation and destroyed by the Nyasaland colonial government.

Document 2

Source: Kalyan Mukerji, Indian officer in the British Indian army that was fighting against the Ottoman army in Iraq, letter to a friend in India, October 1915. The letter was intercepted by British mail censors and was not delivered.

England is the educator. The patriotism that the English have taught us, the patriotism that all civilized nations have celebrated—that patriotism is responsible for all this bloodshed. We see now that all that patriotism means is snatching away another man's country. To show patriotism, nationalism, by killing thousands and thousands of people all to snatch away a bit of land, well it's the English who have taught us this.

The youths of our country, seeing this, have started to practice this brutal form of nationalism. Therefore, killing a number of people, throwing bombs—they have started doing these horrific things. Shame on patriotism. As long as this narrow-mindedness continues, bloodshed in the name of patriotism will not cease. Whether a man throws a bomb from the roof-top or whether fifty men, under orders from their officer, start firing from a cannon-gun at the front line—the cause of this bloodshed, this madness, is the same.

Document 3

Source: French postcard, showing colonial troops in France and French civilians, 1915. The text of the card says: "Our Black troops in the Great War 1914–1915 [say]: 'What are we doing here?! . . . We came to kill savages* . . . the German ones!'"



Keystone-France/Contributor

*a reference to the fact that German wartime propaganda often depicted colonial troops in the French and British armies as savages

Document 4

Source: Behari Lal, Indian soldier in the British Indian army on the Western Front, letter to his family, November 1917. The letter was intercepted by British mail censors and was not delivered.

There is no likelihood of our getting rest during the winter. I am sure German prisoners would not be worse off in any way than we are. I had to go three nights without sleep, as I was on a truck, and the Europeans on the truck did not like to sleep next to me because I am an Indian. I am sorry the hatred between Europeans and Indians is increasing instead of decreasing, and I am sure the fault is not with the Indians. I am sorry to write this, which is not a hundredth part of what is in mind, but this increasing hatred and continued ill-treatment has compelled me to give you a hint.

Document 5

Source: Popular Egyptian protest song sung during the Egyptian revolt of 1919 against the British occupation of Egypt. The revolt led to Great Britain's recognition of Egypt's nominal independence in 1922.

Laborers and soldiers were forced to travel, leaving their land
They headed to the battlefields and the trenches!
And now the British blame us for revolting?
Behold the calamities you have caused! Had it not been for our laborers,
You and your troops would have been helpless in the desert sand!
Oh, you who are in authority, why didn't you go all alone to the
Dardanelles?*

Oh Maxwell** now you feel the hardships, how does it feel?
The Egyptian is resilient; and now he is willing and able and can do
anything.
His achievements are worthy of praise, and he will do his all to gain a
constitution.
We are the sons of Pharaohs, which no one can dispute. . . .

*The Dardanelles, a narrow strait of water in northwest Turkey, was the site of the famous 1915–1916 Gallipoli campaign. During the campaign, Allied forces attacked the Ottoman Empire and were defeated.

**British commander in Egypt in 1915

Document 6

Source: Hubert Reid, Jamaican veteran of a West Indian regiment in the British Army and leader of a labor union formed to defend the rights of Jamaican war veterans, petition to the British colonial government, 1935.

It has taken 17 years of countless petitions, marching through the streets of Kingston,* as well as agitations before we were given worthless lands in some of the most remote parts of the island without even a well-needed five-pound bill to assist us in making a shabby shelter, much less in trying to cultivate the place for an existence. In some cases, not even wild birds would care to inhabit the worthless lands that we were given. Not even an inch is suitable for cultivation, and as far as roads are concerned, the inaccessibility of the places renders that impossible.

*the Jamaican capital

Document 7

Source: Nar Diouf, African veteran of a West African regiment in the French army, interview for an oral history project, 1982.

My experience in the war gave me many lasting things. I demonstrated my dignity and courage, and I won the respect of my people and the [French colonial] government. In the years immediately after the war, whenever the people of my village had something to contest with the French—and they didn't dare do it themselves because they were afraid—I would go and take care of it for them. And many times when people had problems with the government, I would go with my war decorations and arrange the situation for them. Because whenever the French saw your decorations, they knew that they are dealing with a very important person. So I gained this ability—to obtain justice over the Europeans—from the war.

For example, one day a French military doctor was in our village, and there was a small boy who was blind. The boy was walking, but he couldn't see and he bumped into the Frenchman. And the Frenchman turned and pushed the boy down on the ground. And when I saw this, I came and said to the Frenchman: "Why did you push the boy? Can't you see that he is blind?" And he looked at me and said: "Oh, pardon, pardon. I did not know. I will never do it again, excuse me!" But before the war, it would not have been possible for me to interact like that with a European, no matter what he had done.

LONG ESSAY QUESTION

The following is an example of a long essay question. Free-response questions 2, 3, and 4 in Section II of the AP Exam are long essay questions, and students will select one question of the three to answer.

2. In the nineteenth century, various political and social groups in industrial societies called for reforms.

Develop an argument that evaluates the extent to which reform movements in the nineteenth century succeeded in bringing about political or social change in industrial society.

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) to frame or structure an argument that addresses the prompt.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

Answer Key and Question Alignment to Course Framework

Multiple-Choice Question	Answer	Skill	Learning Objective
1	A	4.A	Unit 1: Learning Objective L
2	C	5.A	Unit 2: Learning Objective D
3	D	5.B	Unit 2: Learning Objective D
4	A	5.A	Unit 4: Learning Objective C
5	B	4.A	Unit 4: Learning Objective A
6	C	5.A	Unit 4: Learning Objective C
7	D	4.B	Unit 3: Learning Objective A
8	A	2.B	Unit 3: Learning Objective B
9	C	4.A	Unit 3: Learning Objective B
10	D	1.A	Unit 6: Learning Objective E
11	C	5.A	Unit 4: Learning Objective I
12	A	5.B	Unit 6: Learning Objective E
13	C	2.A	Unit 9: Learning Objective D
14	B	5.A	Unit 9: Learning Objective D
15	D	5.A	Unit 9: Learning Objective G

Short-Answer Question	Skill	Learning Objective
1	2.A, 5.B	Unit 1: Learning Objective B; Unit 4: Learning Objectives E, K, M

Free-Response Question	Question Type	Skill	Thematic Focus	Learning Objective
1	Document-based	1.B, 2.B, 4.A, 5.B, 6.A, 6.B, 6.C, 6.D	GOV, TEC	Unit 7: Learning Objectives B, C, E, F, G,
2	Long essay	1.A, 1.B, 4.A, 5.B, 6.A, 6.B, 6.C, 6.D	ECN, GOV, SIO, TEC	Unit 5: Learning Objectives D, E, F, G, H, I, J, K

The scoring information for the questions within this course and exam description, along with further exam resources, can be found on the [AP World History Exam Page](#) on AP Central.

AP History Rubrics

Introductory notes:

- Except where otherwise noted, each point of the rubric is earned independently. For instance, a student could earn a point for evidence beyond the documents without earning a point for thesis/claim.
- Accuracy: The components of this rubric each require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, a response may contain errors that do not detract from its 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 reasoning processes described in the rubrics.

AP History DBQ Rubric (7 points)

Reporting Category	Scoring Criteria	Decision Rules
A. THESIS/CLAIM (0–1 pt)	1 pt. Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.	<i>To earn this point, the thesis must make a claim that responds to the prompt rather than restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.</i>
B. CONTEXTUALIZATION (0–1 pt)	1 pt. Describes a broader historical context relevant to the prompt.	<i>To earn this point, 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. This point is not awarded for merely a phrase or reference.</i>

continued on next page

Reporting Category	Scoring Criteria	Decision Rules
C. EVIDENCE (0–3 pts)	Evidence from the Documents	<p>To earn one point, the response must accurately describe — rather than simply quote — the content from at least three of the documents.</p> <p>To earn two points, the response must accurately describe — rather than simply quote — the content from at least six documents. In addition, the response must use the content of the documents to support an argument in response to the prompt.</p>
	<p>1 pt. Uses the content of at least three documents to address the topic of the prompt.</p> <p>OR</p> <p>2 pts. Supports an argument in response to the prompt using at least six documents.</p>	
	Evidence beyond the Documents	<p>To earn this point, the response must describe the evidence and must use more than a phrase or reference. This additional piece of evidence must be different from the evidence used to earn the point for contextualization.</p>
D. ANALYSIS AND REASONING (0–2 pts)	1 pt.	<p>To earn this point, the response 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 about the prompt for each of the three documents sourced.</p>
	<p>1 pt. 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.</p>	<p>A response may demonstrate a complex understanding in a variety of ways, such as:</p> <ul style="list-style-type: none"> ▪ Explaining 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 cause and effect ▪ 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>This understanding must be part of the argument, not merely a phrase or reference.</p>

AP History LEQ Rubric (6 points)

Reporting Category	Scoring Criteria	Decision Rules
A. THESIS/CLAIM (0–1 pt)	1 pt. Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.	<i>To earn this point, the thesis must make a claim that responds to the prompt, rather than merely restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.</i>
B. CONTEXTUALIZATION (0–1 pt)	1 pt. Describes a broader historical context relevant to the prompt.	<i>To earn this point, 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. This point is not awarded for merely a phrase or a reference.</i>
C. EVIDENCE (0–2 pts)	1 pt. Provides specific examples of evidence relevant to the topic of the prompt. OR 2 pts. Supports an argument in response to the prompt using specific and relevant examples of evidence.	<i>To earn one point, the response must identify specific historical examples of evidence relevant to the topic of the prompt. To earn two points the response must use specific historical evidence to support an argument in response to the prompt.</i>

continued on next page

Reporting Category	Scoring Criteria		Decision Rules
<p>D. ANALYSIS AND REASONING (0–2 pts)</p>	<p>1 pt. Uses historical reasoning (e.g. comparison, causation, continuity and change) to frame or structure an argument that addresses the prompt.</p>	<p>OR 2 pts. 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.</p>	<p><i>To earn the first point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced.</i></p> <p><i>To earn the second point, the response must demonstrate a complex understanding. This can be accomplished in a variety of ways, such as:</i></p> <ul style="list-style-type: none"> ▪ <i>Explaining nuance of an issue by analyzing multiple variables</i> ▪ <i>Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects</i> ▪ <i>Explaining relevant and insightful connections within and across periods</i> ▪ <i>Confirming the validity of an argument by corroborating multiple perspectives across themes</i> ▪ <i>Qualifying or modifying an argument by considering diverse or alternative views or evidence</i> <p><i>This understanding must be part of the argument, not merely a phrase or reference.</i></p>

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Scoring Guidelines

Part B: Short-Answer Question with Secondary Source

1. Use the passage below to answer all parts of the question that follows.

“Having questioned Sidotti,* I understand that Christians teach that their God produced heaven and earth and make him out to be the Great Lord and Father. This God of theirs, they say, cannot be served without giving him all of one’s love and all of one’s reverence. What these Christians are in effect saying is this: I have a [real] father, but I do not love him because I reserve all my love for God; I have a [real] lord, but I don’t revere him because I reserve all my reverence for God. Now this is what we call being impious and disloyal! According to the *Book of Rites*, it is the emperor, the Son of Heaven, who should be worshiping God, the Lord of Heaven. It is not a duty that is given to ordinary people. And that is in order to prevent the blurring of the line between the exalted and the base. Thus, the sovereign is Heaven to the subjects just as the father is Heaven to the child.”

*Giovanni Battista Sidotti was an Italian priest who had entered Japan in 1708, in violation of the Japanese government’s prohibition on Christian missionary activities.

Arai Hakuseki, Japanese scholar and adviser to the Tokugawa shogun, report, circa 1720

- (A) Describe ONE way in which Hakuseki’s argument was influenced by long-standing Asian cultural traditions.
- (B) Explain ONE way in which the religious encounter referred to in the passage differed from most other religious encounters in the period circa 1450–1750.
- (C) Explain ONE historical situation in the period 1450–1750, other than the one illustrated in the passage, in which states in Asia or Africa adopted policies to limit European political power or cultural influence.

General Scoring Notes

- Each point is earned independently.
- **Accuracy:** These scoring guidelines require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, responses 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 responses 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 reasoning processes described below.
- **Describe:** Provide the relevant characteristics of a specified topic. Description requires more than simply mentioning an isolated term.
- **Explain:** Provide information about how or why a historical development or process occurs or how or why a relationship exists.

Scoring Guidelines for Part B: Short-Answer Question with Secondary Source

3 points

Learning Objectives: Unit 1, Learning Objective B Unit 4, Learning Objective E Unit 4, Learning Objective K
Unit 4, Learning Objective M

(a) Describe one way in which Hakuseki's argument was influenced by long-standing Asian cultural traditions. **1 point**

2.A

Examples that earn this point include the following:

- Hakuseki's argument was influenced by Confucianism.
- Hakuseki's argument that sovereign is Heaven to the subjects and the father is Heaven to the child was influenced by Confucian beliefs.
- Hakuseki's argument that only the emperor is supposed to serve the Lord of Heaven reflects the beliefs of Confucianism.

(b) Explain one way in which the religious encounter referred to in the passage differed from most other religious encounters in the period circa 1450–1750. **1 point**

5.B

Examples that earn this point include the following:

- One important difference is that most Christian missionaries and Muslim Sufis traveled across the world and spread their religion without being banned by other governments.
- One important difference between the circumstances of the religious encounter in eighteenth-century Japan and other religious encounters in the period 1450–1750 is that religious interactions in this period more frequently led to the development of syncretic belief systems such as Vodou or Santería than the outright banning of the preaching of a religion.
- One important difference between the Tokugawa shogunate banning the preaching of Christianity and most other religious interactions in the period 1450–1750 is that some governments, such as the Mughal Empire under Akbar, encouraged religious tolerance and interaction.

(c) Explain one historical situation in the period 1450–1750, other than the one illustrated in the passage, in which states in Asia or Africa adopted policies to limit European political power or cultural influence. **1 point**

5.B

Examples that earn this point include the following:

- The Mughal emperors of India and the African kings of Kongo attempted to restrict European merchants to certain towns and trading posts.
- The Ming and Qing emperors of China confined the Portuguese merchants to Macao and placed legal restrictions on converting to Christianity.
- Although the Safavid Empire allowed European merchants to settle in some cities and even serve as advisors at court, preaching Christianity was strictly forbidden.

Total for Part B (Question 1) 3 points

Document-Based Question

1. Evaluate the extent to which the experience of the First World War changed relationships between Europeans and colonized peoples.

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.

Document 1

Source: John Chilembwe, native of British Nyasaland (present-day Malawi) and ordained Baptist minister, letter sent to the *Nyasaland Times*,* November 1914.

We have been invited to shed our innocent blood in this world war which is now in progress. In the past, it was said indirectly that Africa had nothing to do with the civilized world. But now we find that the poor African has already been plunged into the great war. The masses of our people are ready to put on uniforms, ignorant of what they have to face or why they have to face it. We natives have been loyal since the commencement of this [British] Government, and in all departments of Nyasaland the welfare of the British would have been incomplete without our loyalty. But in time of peace the Government failed to help the underdog. In time of peace everything was for Europeans only. But in time of war it has been found that we are needed to share hardships and shed our blood in equality. The poor Africans who have nothing to win in this present world are invited to die for a cause which is not theirs.

*The letter was published but later retracted by the newspaper's British editors, and the entire issue was subsequently withdrawn from circulation and destroyed by the Nyasaland colonial government.

Document 2

Source: Kalyan Mukerji, Indian officer in the British Indian army that was fighting against the Ottoman army in Iraq, letter to a friend in India, October 1915. The letter was intercepted by British mail censors and was not delivered.

England is the educator. The patriotism that the English have taught us, the patriotism that all civilized nations have celebrated—that patriotism is responsible for all this bloodshed. We see now that all that patriotism means is snatching away another man's country. To show patriotism, nationalism, by killing thousands and thousands of people all to snatch away a bit of land, well it's the English who have taught us this.

The youths of our country, seeing this, have started to practice this brutal form of nationalism. Therefore, killing a number of people, throwing bombs—they have started doing these horrific things. Shame on patriotism. As long as this narrow-mindedness continues, bloodshed in the name of patriotism will not cease. Whether a man throws a bomb from the roof-top or whether fifty men, under orders from their officer, start firing from a cannon-gun at the front line—the cause of this bloodshed, this madness, is the same.

Document 3

Source: French postcard, showing colonial troops in France and French civilians, 1915. The text of the card says: “Our Black troops in the Great War 1914–1915 [say]: ‘What are we doing here?! . . . We came to kill savages*. . . the German ones!’”



Keystone-France/Contributor

*a reference to the fact that German wartime propaganda often depicted colonial troops in the French and British armies as savages

Document 4

Source: Behari Lal, Indian soldier in the British Indian army on the Western Front, letter to his family, November 1917. The letter was intercepted by British mail censors and was not delivered.

There is no likelihood of our getting rest during the winter. I am sure German prisoners would not be worse off in any way than we are. I had to go three nights without sleep, as I was on a truck, and the Europeans on the truck did not like to sleep next to me because I am an Indian. I am sorry the hatred between Europeans and Indians is increasing instead of decreasing, and I am sure the fault is not with the Indians. I am sorry to write this, which is not a hundredth part of what is in mind, but this increasing hatred and continued ill-treatment has compelled me to give you a hint.

Document 5

Source: Popular Egyptian protest song sung during the Egyptian revolt of 1919 against the British occupation of Egypt. The revolt led to Great Britain's recognition of Egypt's nominal independence in 1922.

Laborers and soldiers were forced to travel, leaving their land
They headed to the battlefields and the trenches!
And now the British blame us for revolting?
Behold the calamities you have caused! Had it not been for our laborers,
You and your troops would have been helpless in the desert sand!
Oh, you who are in authority, why didn't you go all alone to the Dardanelles?*

Oh Maxwell** now you feel the hardships, how does it feel?
The Egyptian is resilient; and now he is willing and able and can do anything.
His achievements are worthy of praise, and he will do his all to gain a constitution.
We are the sons of Pharaohs, which no one can dispute. . . .

*The Dardanelles, a narrow strait of water in northwest Turkey, was the site of the famous 1915–1916 Gallipoli campaign. During the campaign, Allied forces attacked the Ottoman Empire and were defeated.

**British commander in Egypt in 1915

Document 6

Source: Hubert Reid, Jamaican veteran of a West Indian regiment in the British Army and leader of a labor union formed to defend the rights of Jamaican war veterans, petition to the British colonial government, 1935.

It has taken 17 years of countless petitions, marching through the streets of Kingston,* as well as agitations before we were given worthless lands in some of the most remote parts of the island without even a well-needed five-pound bill to assist us in making a shabby shelter, much less in trying to cultivate the place for an existence. In some cases, not even wild birds would care to inhabit the worthless lands that we were given. Not even an inch is suitable for cultivation, and as far as roads are concerned, the inaccessibility of the places renders that impossible.

*the Jamaican capital

Document 7

Source: Nar Diouf, African veteran of a West African regiment in the French army, interview for an oral history project, 1982.

My experience in the war gave me many lasting things. I demonstrated my dignity and courage, and I won the respect of my people and the [French colonial] government. In the years immediately after the war, whenever the people of my village had something to contest with the French—and they didn't dare do it themselves because they were afraid—I would go and take care of it for them. And many times when people had problems with the government, I would go with my war decorations and arrange the situation for them. Because whenever the French saw your decorations, they knew that they are dealing with a very important person. So I gained this ability—to obtain justice over the Europeans—from the war.

For example, one day a French military doctor was in our village, and there was a small boy who was blind. The boy was walking, but he couldn't see and he bumped into the Frenchman. And the Frenchman turned and pushed the boy down on the ground. And when I saw this, I came and said to the Frenchman: "Why did you push the boy? Can't you see that he is blind?" And he looked at me and said: "Oh, pardon, pardon. I did not know. I will never do it again, excuse me!" But before the war, it would not have been possible for me to interact like that with a European, no matter what he had done.

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 reasoning processes described below.

Scoring Guidelines for Document-Based Question

7 points

Learning Objectives: **Unit 7, Learning Objective B** **Unit 7, Learning Objective C** **Unit 7, Learning Objective E** **Unit 7, Learning Objective F** **Unit 7, Learning Objective G**

Reporting Category	Scoring Criteria			
<p>Row A</p> <p>Thesis/Claim (0-1 points)</p> <p>6.A</p>	<p>0 points</p>	<p>1 point</p> <p>Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning</p>		
Decision Rules and Scoring Notes				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> The intended thesis or claim is not historically defensible The intended thesis or claim only restates or rephrases the prompt The intended thesis or claim does not respond to the prompt The intended thesis or claim offers no indication of a line of reasoning The intended thesis or claim is overgeneralized <p>Examples that do not earn this point:</p> <p>Historically defensible claim, but no indication of a line of reasoning</p> <ul style="list-style-type: none"> <i>“The First World War was a major turning point in the relationships between Europeans and colonized peoples in Africa and Asia”</i> <p>Indication of a line of reasoning, but not a historically defensible claim</p> <ul style="list-style-type: none"> <i>“Since the Great War was mostly a European conflict, it had almost no influence on European colonies or colonial peoples”</i> </td> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p>Responses that earn this point:</p> <ul style="list-style-type: none"> The response must provide a historically defensible thesis or claim that establishes a position on the extent to which the experience of the First World War changed relationships between Europeans and colonized peoples. The thesis or claim must either provide some indication of the reason for making that claim OR by establishing categories of the argument <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 experience of the First World War greatly changed the relationship between Europeans and colonized peoples because the war showed that Europeans needed colonial troops to fight their wars”</i> <i>“Although many people in the colonies at first responded patriotically to the call to arms, their experiences during the war led to disillusionment and questioning of the colonial order”</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>“Despite the sacrifices of colonial troops, the war did not change the basic political relationship between Europeans and their colonies. Europeans continued to view colonized peoples as inferior and, except for a few small cultural changes, did not take any meaningful steps toward giving them greater rights or self-rule after 1918”</i> <p>Establish a line of reasoning</p> <ul style="list-style-type: none"> <i>“The experience of the First World War greatly changed the relationship between Europeans and colonized peoples because the war showed that Europeans needed colonial troops to fight their wars.” (Minimally acceptable thesis/claim)</i> </td> </tr> </table>			<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> The intended thesis or claim is not historically defensible The intended thesis or claim only restates or rephrases the prompt The intended thesis or claim does not respond to the prompt The intended thesis or claim offers no indication of a line of reasoning The intended thesis or claim is overgeneralized <p>Examples that do not earn this point:</p> <p>Historically defensible claim, but no indication of a line of reasoning</p> <ul style="list-style-type: none"> <i>“The First World War was a major turning point in the relationships between Europeans and colonized peoples in Africa and Asia”</i> <p>Indication of a line of reasoning, but not a historically defensible claim</p> <ul style="list-style-type: none"> <i>“Since the Great War was mostly a European conflict, it had almost no influence on European colonies or colonial peoples”</i> 	<p>Responses that earn this point:</p> <ul style="list-style-type: none"> The response must provide a historically defensible thesis or claim that establishes a position on the extent to which the experience of the First World War changed relationships between Europeans and colonized peoples. 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<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. 				

Reporting Category	Scoring Criteria	
<p>Row B</p> <p>Contextualization</p> <p>(0-1 points)</p> <p>4.A</p>	<p>0 points</p>	<p>1 point</p> <p>Describes a broader historical context relevant to the prompt</p>
<p>Decision Rules and Scoring Notes</p>		
<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>Responses that earn this point:</p> <ul style="list-style-type: none"> • Must accurately describe a context relevant to the First World War or interactions between Europeans and colonized peoples before or during the First World War (nineteenth and early twentieth centuries)
<p>Examples of unacceptable contextualization 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>“The Great War began as a relatively small conflict in the Balkans escalated into a global war. The systems of alliances, war strategies, and mobilization plans made it impossible to contain and stop the conflict”</i> 		<p>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> • The causes of the First World War • European empire-building in South Asia • The Scramble for Africa • Cultural, economic, or racial justifications of imperialism <p>Examples of acceptable contextualization:</p> <ul style="list-style-type: none"> • <i>“Both Great Britain and France had long recruited local troops in their colonies and had used them to suppress revolts and expand their colonial empires. When World War I started, it was pretty clear that it will be a ‘total war’ requiring all the resources countries could muster - so it was a foregone conclusion that these colonial armies will be used, whether on European fronts or in Asia and Africa”</i>
<p>Additional Notes:</p> <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		
<p>Row C</p> <p>Evidence (0-3 points)</p> <p>1.B</p> <p>5.B</p> <p>6.B</p> <p>6.C</p>	Evidence from the Documents		
	<p>0 points</p>	<p>1 point</p> <p>Uses the content of at least three documents to address the topic of the prompt</p>	<p>2 points</p> <p>Supports an argument in response to the prompt using at least six documents</p>
	Decision Rules and Scoring Notes		
	<p>Responses that do not earn points:</p> <ul style="list-style-type: none"> Use evidence from less than three of the documents Misinterpret the content of the document Quote, without accompanying description, of the content of the documents Address documents collectively rather than considering separately the content of each document 	<p>Responses that earn 1 point:</p> <ul style="list-style-type: none"> Must accurately describe — rather than simply quote — the content from at least three of the documents to address the topic of the First World War and colonial relationships (between Europeans and colonized peoples) <p>Examples of describing the content of a document:</p> <p>Describe evidence from the documents relevant to the topic but do not use that evidence to support an argument</p> <ul style="list-style-type: none"> (Document 2) “Officer Kalyan Mukerji’s letter to a friend in India shows that the experience of the war has changed his views of England so that now he sees English-style nationalism as nothing but an excuse to kill and conquer other people” 	<p>Responses that earn 2 points:</p> <ul style="list-style-type: none"> Support an argument in response to the prompt by accurately using the content of at least six documents. The six documents do not have to be used in support of a single argument, but they can be used across sub-arguments or to address counterarguments <p>Examples of supporting an argument using the content of a document:</p> <ul style="list-style-type: none"> (Document 1): “John Chilembwe’s letter to the Nyasaland Times shows that Europeans’ need for African recruits has changed the relationship between colonizers and colonial peoples because the British in Nyasaland now have to appeal to Africans’ sense of duty and patriotism. But, after seeing how Europeans have treated their colonial subjects in peacetime, Chilembwe isn’t buying it.” <i>(Connects the contents of the document to an argument about how the experience of the First World War changed the relationships between Europeans and colonized peoples, as well as the attitudes towards those relationships)</i> (Document 5): “The lyrics of the Egyptian protest song demonstrate how the experience of World War I has given Egyptians greater confidence to assert their demands before their British colonial government. The song reminds the British of the contributions Egyptians made during the war and forcefully demands that Britain grant Egypt its own constitution.” <i>(Connects the content of the document to an argument about how the experience of the war changed perceptions of the relationships between colonized peoples and Europeans)</i>

Reporting Category	Scoring Criteria	
Row C <i>(continued)</i>	Evidence beyond the Documents	
	0 points	1 point Uses at least one additional piece of the 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: <ul style="list-style-type: none"> • Must use at least one specific piece of historical evidence relevant to an argument about the extent to which there were changes in relationships between European and colonized people that resulted from the First World War
	Examples of evidence beyond the documents relevant to an argument about the prompt: <ul style="list-style-type: none"> • <i>“Many colonized people had hoped that after the end of the war they would be rewarded by their service by giving them fuller citizenship rights, if not outright independence. But the peace treaties left the British and French empires untouched and actually expanded them through the Mandate system.” (Provides a piece of evidence not in the documents relevant to an argument that addresses the lack of change in relationships despite the upheaval of the war)</i> • <i>“The British generally trusted their Indian troops and, before WWI broke out, had used in several campaigns outside of India, for example in East Africa and in China during the Boxer rebellion.” (Provides a piece of evidence not in the documents to connect military actions and decisions to the larger discussion of European/colonial relationships)</i> 	
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	
<p>Row D</p> <p>Analysis and Reasoning</p> <p>(0-2 points)</p> <p>2.B</p> <p>6.D</p>	Sourcing	
	<p>0 points</p>	<p>1 point</p> <p>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</p>
	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>Identifies the point of view, purpose, historical situation, and/or audience, but does not explain how or why it is relevant to an argument</p> <ul style="list-style-type: none"> "In document 7, the audience is the researcher and the people who will read it later" <p>Summarizes 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"> "The purpose of document 4 was as a letter to his family to communicate with them about the war" 	<p>Responses that earn this point:</p> <ul style="list-style-type: none"> 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>Example of acceptable explanation of the significance of the author's point of view:</p> <ul style="list-style-type: none"> (Document 1): "As an ordained minister, John Chilembwe is probably opposed to wars in general, but in the case of the First World War he is particularly against the idea of Africans serving because he can see that there is no higher purpose to the war than European political and economic gain." <i>(Identifies the point of view of the source and how this might influence his view of European/colonial relationships)</i> <p>Example of acceptable explanation of the significance of the author's purpose:</p> <ul style="list-style-type: none"> (Document 3): "Part of the French government's purpose in printing this postcard may have been to reassure the French population that African troops serving in France can be friendly and trustworthy. So even though the card shows Africans and French civilians sitting next to each other and smiling, it probably indicates that ordinary French people continued to be biased against Africans, even those fighting for their country." <i>(Connects the purpose of the postcard to the argument about European/colonial relationships with references both to the source and to the intended audience)</i> <p>Example of acceptable explanation of the relevance of the historical situation of a source:</p> <ul style="list-style-type: none"> (Document 7): "Nar Diouf's experiences in the war are recorded in the 1980s as part of an oral history project. So he has the benefit of hindsight regarding both the end of the war and the end of French colonialism in Africa. From this perspective, it is understandable that Nar Diouf emphasizes the way in which being a veteran allowed him to be effective in helping his community resist the abuses of French colonizers." <i>(Provides sourcing regarding the historical situation of the document and how this relates to the argument about European/colonial relationships)</i>

continued on next page

Reporting Category	Scoring Criteria	
Row D <i>(continued)</i>	Sourcing	
		<p>Example of acceptable explanation of the significance of the audience:</p> <ul style="list-style-type: none"> (Document 4): <i>“Even though someone writing a private letter to his family can be expected to share their honest opinion of a situation, this was not always the case with soldiers’ letter during the war. The reason for that was that soldiers knew that government censors often read their letters and could decide not to deliver them if they thought they revealed something secret or could be bad for people’s morale. For example, Behari Lal’s letter says that what he is writing “is not a hundredth part” of what is on his mind, suggesting that his experiences were actually much worse than he reveals in the letter.”</i> <i>(Provides information about the audience of the government report relevant to an argument about European/colonial relationships)</i>

Reporting Category	Scoring Criteria	
Row D <i>(continued)</i>	Complexity	
	0 points	1 point 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 earn this point: May demonstrate a complex understanding in a variety of ways, such as: <ul style="list-style-type: none"> • Explaining 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 	
	Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided: <ul style="list-style-type: none"> • Analyzing multiple variables, such as the different effects of wartime experiences on the relationship between Europeans and colonized peoples. For example, an argument that the war both fostered and eroded colonial soldiers' loyalty and patriotism for their colonial empires, as the early enthusiasm for the war gave way to disillusionment and the realization that their sacrifices have been in vain. <i>(Explains nuance)</i> • Analyzing multiple variables by arguing that wartime experiences sometimes challenged Europeans' sense of cultural superiority over Africans and Asians and sometimes reinforced these prejudices. <i>(Explains nuance)</i> • Explaining how some colonial leaders hoped that the wartime contributions of African and Asian troops would convince colonial powers to grant broader autonomy to the colonies and, when these hopes failed to materialize, Africans and Asians increasingly turned to nationalism. <i>(Explains relevant and insightful connections)</i> • Explaining how the war transformed European culture by leading Europeans (much as it did Africans and Asians) to question the accepted social and cultural norms. <i>(Explains relevant and insightful connections)</i> 	

continued on next page

Reporting Category	Scoring Criteria	
Row D <i>(continued)</i>	Complexity	
		<ul style="list-style-type: none"> • Explaining relevant and insightful connections across periods, such as explaining how wars sometimes prove to be important political or cultural turning points. For example, the effects on the Napoleonic Wars on Latin American independence movements. <i>(Explains relevant and insightful connections)</i> • Corroborating multiple perspectives, such as explaining how different documents corroborate an argument in spite of the differing perspectives of the authors. <i>(Corroborates, qualifies or modifies an argument by considering diverse or alternative views or evidence)</i>
Additional Notes: <ul style="list-style-type: none"> • This demonstration of complex understanding must be part of the argument, not merely a phrase or reference. 		

Document Summaries

Document	Summary of Content	Explains the relevance of point of view, purpose, situation, and/or audience by elaborating on examples such as:
1. John Chilembwe, letter to <i>Nyasaland Times</i> (1914)	<ul style="list-style-type: none"> Criticizes the duplicity of the British who, Chilembwe argues, have maintained that Africans cannot be the equal to Europeans in peacetime but are now calling for Africans to share equally in the hardships and sacrifices of war 	<ul style="list-style-type: none"> Within months of the outbreak of the war, the British have already begun recruiting African troops (situation) The author, an educated African (as evidenced by his being an ordained minister) is well aware of the narratives used to justify imperialism (for example the claim that “Africa had nothing to do with the civilized world” and turns these narratives around to point out the duplicity of British calls that Africans share equally in the hardships of war (POV) Because the letter is addressed to British settlers and colonial authorities in Nyasaland it states its objection in a relatively mild and measured way; nonetheless, the authorities ended up destroying the issue of the newspaper in which the letter was published (audience)
2. Kalyan Mukerji, letter from the Iraq Front (1915)	<ul style="list-style-type: none"> Denounces patriotism and nationalism, which the author blames for the bloodshed of the war. Argues that Indian youth have turned to political violence because they have been taught the politics of patriotism by Britain 	<ul style="list-style-type: none"> The British used the colonial Indian army extensively on the Mesopotamian front in present-day Iraq, against the Ottoman Empire (situation) Because it is a private, front-line letter to a friend in India, the letter likely describes the author’s real feelings about the war (audience). Alternatively, an essay may argue that the author knew all mail was read by censors, so he used the letter to convey his protest to the authorities
3. French postcard of colonial troops in France (1915)	<ul style="list-style-type: none"> The postcard shows three Black French colonial troops sitting in a bench in a French town with two French civilians. Both the soldiers and the civilians are smiling and appear comfortable together 	<ul style="list-style-type: none"> Whether the photo was candid or staged, the fact that it was selected by the French government to print as a postcard suggests that it presents an idealized version of colonial troops wartime experiences (purpose/POV) The postcard is a response to German propaganda claiming that by deploying colonial troops on the Western Front, the French (and the British) were turning Europe over to “savages.” The postcard counters that by suggesting that the real savages were the Germans - a common claim of French propaganda during the war (situation)
4. Behari Lal, letter from the Western Front (1917)	<ul style="list-style-type: none"> Narrates the author’s experience being transported together with British troops in a truck; the British troops would not sleep next to him because he was Indian. The author claims that a German prisoner would not have been any worse, and expresses regret that the war is exacerbating the “hatred” between Europeans and Indians 	<ul style="list-style-type: none"> Written on the Western Front at a point in the war when it was clear that trench warfare with little or no gain would continue for a long time (situation) The author’s cautious analysis of the reasons for the increased “hatred” and his mention that he has more on his mind than he is letting on indicate that he knows his letter will be read by the censors and is being extra careful in what he says or does not say (audience/purpose)

continued on next page

Document	Summary of Content	Explains the relevance of point of view, purpose, situation, and/or audience by elaborating on examples such as:
<p>5. Egyptian protest song (1919)</p>	<ul style="list-style-type: none"> Addressing the British in general and General Maxwell in particular, the song recalls the contribution of Egyptian “laborers” to British the wartime effort in the Dardanelles campaign. The song claims that Egyptians are resilient and are “sons of Pharaohs” and highlights the Egyptians’ determination to “gain a constitution” 	<ul style="list-style-type: none"> Colonies’ dashed hopes of independence/autonomy in the aftermath of the war; resistance to colonial rule after the war (situation) The song’s seeks to rally ordinary Egyptians behind the cause of resisting the British by referring to Egypt’s past glory under the Pharaohs and praising the Egyptian national character (audience)
<p>6. Hubert Reid, petition to British colonial authorities in Jamaica (1935)</p>	<ul style="list-style-type: none"> Claims that the “worthless lands” that Jamaican war veterans had received from the British colonial government after years of protests are worthless because of their poor location, lack of infrastructure, and lack of government financial support for veterans 	<ul style="list-style-type: none"> Post-war veterans’ rights movements; unkept promises made by the colonial authorities to former troops (situation) Since the purpose is to convince the Jamaica colonial authorities to expand veteran aid, the letter likely portrays veterans’ fortunes as worse than they actually were (purpose) The author is not only a veteran himself, but also a leader of a veterans’ labor union, therefore he is likely to have a good grasp on the problems faced by Jamaican war veterans on the “macro” level - not just his own (POV)
<p>7. Nar Diouf, interview recalling post-war experiences in West Africa (1982)</p>	<ul style="list-style-type: none"> Recounts the author’s experiences in West Africa after he had served in the French Army during the war. The author argues his social standing was increased because of his wartime service and decorations. Other people in his village would ask him to represent them in their dealings with the French. The author narrates an episode in which he used the respect his service commanded to confront a French man being abusive to a blind African boy 	<ul style="list-style-type: none"> Interview for an oral history project, many decades after the end of the war; the elapsed time may have affected the accuracy of the memories (situation) The interviewee speaks from the point of view of someone important in his community and highlights the importance of his experience in the war in enhancing his social standing; he also speaks from the vantage point of the 1980s, so he sees his experiences under colonialism from the vantage point of post-colonial Africa (POV)

Long Essay Question

2. In the nineteenth century, various political and social groups in industrial societies called for reforms. Develop an argument that evaluates the extent to which reform movements in the nineteenth century succeeded in bringing about political or social change in industrial society.

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) to frame or structure an argument that addresses the prompt.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

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 reasoning processes described below.

Scoring Guidelines for Long Essay Question

6 points

Learning Objectives: Unit 5, Learning Objective D Unit 5, Learning Objective E Unit 5, Learning Objective F Unit 5, Learning Objective G Unit 5, Learning Objective H
Unit 5, Learning Objective I Unit 5, Learning Objective J Unit 5, Learning Objective K

Reporting Category	Scoring Criteria	
<p>Row A Thesis/Claim (0-1 points)</p> <p>6.A</p>	<p>0 points</p> <p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> The intended thesis or claim is not historically defensible The intended thesis or claim only restates or rephrases the prompt The intended thesis or claim does not respond to the prompt The intended thesis or claim offers no indication of a line of reasoning The intended thesis or claim is overgeneralized <p>Examples that do not earn this point:</p> <p>Do not focus on the topic of the prompt, and offers no specific line of reasoning</p> <ul style="list-style-type: none"> <i>"Industrial societies in Europe experienced political revolutions and violence during the nineteenth century"</i> <p>Do not establish a line of reasoning, although the claim is historically defensible</p> <ul style="list-style-type: none"> <i>"Nineteenth-century reform movements were successful in bringing about social change in industrial societies"</i> <p>Restate the prompt or are overgeneralized</p> <ul style="list-style-type: none"> <i>"Reform movements brought about change socially, politically and economically"</i> <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. 	<p>1 point</p> <p>Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning</p> <p>Decision Rules and Scoring Notes</p> <p>Responses that earn this point:</p> <ul style="list-style-type: none"> The response must provide a historically defensible thesis or claim about the extent to which reform movements succeeded in bringing about political or social change in industrial society in the nineteenth century. The thesis or claim must either provide some indication of the reasoning for making that claim OR by establishing analytic categories of the argument <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>"Nineteenth-century reform movements were somewhat successful in bringing about political change in industrial societies because more people received the right to vote"</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>"Reform movements in the nineteenth century had only limited success in bringing about political change in industrial societies because governments were able to demonize reformers and coopt their agendas by enacting minor political changes that satisfied the majority of the population but did not fully address the complaints of reformers"</i> <p>Establish a line of reasoning that evaluates the topic of the prompt</p> <ul style="list-style-type: none"> <i>"Reform movements in the nineteenth century had only limited success in bringing about political change in industrial societies because of opposition from conservatives and the bourgeoisie"</i> <p>Establish a line of reasoning</p> <ul style="list-style-type: none"> <i>"In the nineteenth century, reform movements brought about social change because they were able to convince governments to change labor laws." (Minimally acceptable thesis/claim)</i>

Reporting Category	Scoring Criteria	
<p>Row B Contextualization (0-1 points)</p> <p>4.A</p>	<p>0 points</p>	<p>1 point Describes a broader historical context relevant to the prompt</p>
	<p>Decision Rules and Scoring Notes</p>	
	<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>Example of unacceptable contextualization that does not earn this point:</p> <p>Has no clear relevance to the topic of the prompt</p> <ul style="list-style-type: none"> • <i>“European transnational companies often supported the establishment of colonies in Africa in the hopes of extracting natural resources for factories in Europe”</i> 	<p>Responses that earn this point:</p> <ul style="list-style-type: none"> • Must accurately describe a context relevant to reform movements or industrial society in the nineteenth century <p>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> • The development of industrial technologies • The spread of industrialization from Great Britain to other regions, such as northern Europe, the United States, Russia, or Japan • The development of new social classes in industrial societies • The development of social and economic philosophies, such as laissez-faire capitalism and socialism • The development of various social reform movements in industrial societies, such as the women’s suffrage movement and the labor rights’ movement • The development of economic and social ideologies in response to the abuses of industrialization and capitalism, including various forms of socialism and communism • The increased specialization of labor through the factory system • Increased urbanization in industrial societies • The second industrial revolution <p>Example of acceptable contextualization:</p> <ul style="list-style-type: none"> • <i>“Advances in agriculture in Europe allowed for an increase in mechanization in the manufacturing of goods. This industrial revolution spread across Europe and to North America and led to challenges to traditional social and political structures”</i>
<p>Additional Notes:</p> <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 (0-2 points)	0 points	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
<div style="display: flex; flex-direction: column; gap: 5px;"> <div style="background-color: #800040; color: white; padding: 2px; font-weight: bold;">1.A</div> <div style="background-color: #008080; color: white; padding: 2px; font-weight: bold;">5.B</div> <div style="background-color: #FF8C00; color: white; padding: 2px; font-weight: bold;">6.B</div> </div>	Decision Rules and Scoring Notes		
	Responses that do not earn points: <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 	Responses that earn 1 point: <ul style="list-style-type: none"> Must <u>identify at least two specific historical examples</u> relevant to reform movements or industrial society in the nineteenth century 	Responses that earn 2 points: <ul style="list-style-type: none"> Must use <u>at least two specific historical evidence examples</u> to support an argument regarding how reform movements brought about political or social change in industrial society in the nineteenth century
	Example of a statement that does not earn any points for evidence: Does not provide specific information beyond what is provided in the prompt <ul style="list-style-type: none"> <i>“Many reform movements demanded political or social changes in industrial societies during the nineteenth century”</i> 	Examples of evidence that are specific and relevant include the following (2 examples required): <ul style="list-style-type: none"> The British government extending suffrage to all males in 1867 The role of labor unions, socialists, anarchists, communists, and feminists in the Paris Commune of 1871 The establishment of a social security system in Prussia under Otto von Bismarck The passage of child labor reform laws in Great Britain during the early nineteenth century Socialists and labor unions demanding the enactment of minimum wage and eight-hour workday Laws Labor rights movements, such as unions, proposing to limit working hours and increase wages Example of a statement that earns 1 point for evidence <ul style="list-style-type: none"> <i>“The Chartist movement emerged in Great Britain largely from the frustration that many working-class people felt about poor working conditions in factories and the unwillingness of the owners and the government to address these problems. These were the same motivations that influenced the development of labor unions”</i> 	Examples that successfully support an argument with evidence: <ul style="list-style-type: none"> <i>“During the nineteenth century, most governments of industrial societies successfully resisted adopting most of the demands of political and social reform movements. For example, the British government adopted very few of the Chartist demands, such as annual elections for Parliament, and minimum wage and eight-hour work day laws were only enacted in the twentieth century in most industrialized states.” (Uses multiple, specific pieces of evidence to support the argument that governments resisted reform)</i> <i>“Women’s suffragists were a force for change as they argued for greater political rights in part because of their increased economic importance in industrial factories. While suffrage was not immediately achieved, through years of effort, women did receive additional rights, eventually including the right to vote, representing a significant political and social change both.” (Uses evidence to support the argument that reforms were successful in achieving social and political change)</i>
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 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. <p>(For example, labor abuses in industrial factories encouraged some women to become more involved in political reform movements; industrialization provided some women with more economic power in their households, which encouraged some to advocate for greater political rights).</p>			

Reporting Category	Scoring Criteria		
Row D Analysis and Reasoning (0-2 points)	0 points	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			
<div style="display: flex; flex-direction: column; gap: 5px;"> <div style="background-color: #0072bc; color: white; padding: 2px 5px; font-weight: bold;">5.B</div> <div style="background-color: #e67e22; color: white; padding: 2px 5px; font-weight: bold;">6.C</div> <div style="background-color: #e67e22; color: white; padding: 2px 5px; font-weight: bold;">6.D</div> </div>	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: <ul style="list-style-type: none"> Must demonstrate the use of historical reasoning to explain how reform movements brought about political or social change in industrial society in the nineteenth century, although the reasoning may be uneven, limited or imbalanced 	Responses that earn 2 points: <p>May demonstrate a complex understanding in a variety of ways, such as:</p> <ul style="list-style-type: none"> Explaining 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
Example of unacceptable use of historical reasoning: Provides evidence but offers no reasoning to connect the evidence to an argument <ul style="list-style-type: none"> <i>“Various groups in different parts of the world in this time called for reform. They wanted rights and better hours and working conditions”</i> 	Using a historical thinking skill to frame or structure an argument could include: <ul style="list-style-type: none"> Explaining how the changes to economic production that industrialization introduced led to reform movements Explaining how the political demands of reform movements contributed to the expansion of suffrage in some European states Comparing how different or similar factors led to the success or failure of reform movements in different industrial societies Example of acceptable use of historical reasoning: <ul style="list-style-type: none"> <i>“Widespread reform movements, many of which began in Britain and were later experienced in other areas of the world, were effective enough that they sparked additional reform movements and eventual action on the part of the government to result in a number of improvements in workdays, conditions, and protections for laborers.” (Indicates change as a result of the reform movements.)</i> 	Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided: <ul style="list-style-type: none"> Explaining that nineteenth-century reform movements sometimes struggled to bring about political change in industrial societies because their membership frequently consisted of numerous factions that had competing objectives and advocated for different methods of protest. <i>(Explains nuance, considers both causes and effects, and qualifies an argument)</i> Claiming that reform movements were successful in bringing about social or political changes in nineteenth-century industrial societies but acknowledging that many of the reforms that were implemented did not go nearly as far as the reform movements wanted. <i>(Modifies an argument)</i> Illustrating that some social or political reforms in industrial societies during the nineteenth century were enacted partly because they had gained support from centrist politicians and even laissez-faire economists, such as John Stuart Mill. <i>(Qualifies an argument)</i> Demonstrating how one factor, such as the growth of labor unions, led to the adoption of labor reform laws in different places for different reasons and includes a discussion of labor unions as both a causative factor and an effect. <i>(Corroborates an argument, considers both causes and effects)</i> 	
Additional Notes: <ul style="list-style-type: none"> This demonstration of complex understanding must be part of the argument, not merely a phrase or reference. 			