

COMPARE AND CONTRAST CHART

Categories	American Revolution	Similarities	French Revolution

NAME _____ DATE _____ PERIOD _____ SCORE _____

SAQ SCORING RUBRIC -- Topic: _____

QUESTION A

Full Credit Earned	Common Issues	Points Earned
<input type="checkbox"/> Answers Question: direct response – makes a claim that can be proved. <i>(In Stimulus Based Prompt - May "snag" a word but NOT Quote).</i>	<input type="checkbox"/> Doesn't answer question (incorrect) <input type="checkbox"/> Doesn't use Key Words from Question/Prompt <input type="checkbox"/> Relies on Quote from prompt <input type="checkbox"/> Wrong time period <input type="checkbox"/> Wrong location	
<input type="checkbox"/> Cites Evidence: defines or describes the claim (support answer with SFI [Specific Factual Information] from OUTSIDE the Prompt – learned from class readings, discussions, activities)	<input type="checkbox"/> Missing evidence/reason/event/example <input type="checkbox"/> Random evidence (littering) not connected to Answer <input type="checkbox"/> Not specific <input type="checkbox"/> Off topic	
<input type="checkbox"/> Expands/Explains Evidence (connect the dots! How does the evidence support/prove answer/assertions?)	<input type="checkbox"/> Vague (attempts but doesn't elaborate) <input type="checkbox"/> No connection between evidence & answer <input type="checkbox"/> No interpretation <input type="checkbox"/> Doesn't draw conclusion	

QUESTION B

Full Credit Earned	Common Issues	Points Earned
<input type="checkbox"/> Answers Question: direct response – makes a claim that can be proved. <i>(In Stimulus Based Prompt - May "snag" a word but NOT Quote).</i>	<input type="checkbox"/> Doesn't answer question (incorrect) <input type="checkbox"/> Doesn't use Key Words from Question/Prompt <input type="checkbox"/> Relies on Quote from prompt <input type="checkbox"/> Repeats information from A or C <input type="checkbox"/> Wrong time period <input type="checkbox"/> Wrong location	
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QUESTION C

Full Credit Earned	Common Issues	Points Earned
<input type="checkbox"/> Answers Question: direct response – makes a claim that can be proved. <i>(In Stimulus Based Prompt - May "snag" a word but NOT Quote).</i>	<input type="checkbox"/> Doesn't answer question (incorrect) <input type="checkbox"/> Doesn't use Key Words from Question/Prompt <input type="checkbox"/> Relies on Quote from prompt <input type="checkbox"/> Repeats information from A or B <input type="checkbox"/> Wrong time period <input type="checkbox"/> Wrong location	
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NAME _____ DATE _____ PERIOD _____ SCORE _____

SAQ SCORING RUBRIC -- Topic: _____

QUESTION A

Full Credit Earned	Common Issues	Points Earned
<input type="checkbox"/> Answers Question: direct response – makes a claim that can be proved. <i>(In Stimulus Based Prompt - May "snag" a word but NOT Quote).</i>	<input type="checkbox"/> Doesn't answer question (incorrect) <input type="checkbox"/> Doesn't use Key Words from Question/Prompt <input type="checkbox"/> Relies on Quote from prompt <input type="checkbox"/> Wrong time period <input type="checkbox"/> Wrong location	
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QUESTION B

Full Credit Earned	Common Issues	Points Earned
<input type="checkbox"/> Answers Question: direct response – makes a claim that can be proved. <i>(In Stimulus Based Prompt - May "snag" a word but NOT Quote).</i>	<input type="checkbox"/> Doesn't answer question (incorrect) <input type="checkbox"/> Doesn't use Key Words from Question/Prompt <input type="checkbox"/> Relies on Quote from prompt <input type="checkbox"/> Repeats information from A or C <input type="checkbox"/> Wrong time period <input type="checkbox"/> Wrong location	
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QUESTION C

Full Credit Earned	Common Issues	Points Earned
<input type="checkbox"/> Answers Question: direct response – makes a claim that can be proved. <i>(In Stimulus Based Prompt - May "snag" a word but NOT Quote).</i>	<input type="checkbox"/> Doesn't answer question (incorrect) <input type="checkbox"/> Doesn't use Key Words from Question/Prompt <input type="checkbox"/> Relies on Quote from prompt <input type="checkbox"/> Repeats information from A or B <input type="checkbox"/> Wrong time period <input type="checkbox"/> Wrong location	
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AP WORLD DBQ RUBRIC

Updated August 2016

Name: _____

DBQ: _____

CONTEXTUALIZATION Situates the argument by explaining the broader historical context that is immediately relevant to the question (2-3 sentences). Some prompts will only accept context that is *within the time frame of the prompt* (although for some prompts, the period *immediately before* may be appropriate).

THESIS Presents a thesis that makes a historically defensible claim and responds to all parts of the question (does more than re-state).

MUST be located in the introduction or conclusion (first or last paragraph).

DOCUMENT ANALYSIS (TWO POINTS)

	Used	POV / CAP (Any) <i>Context, Audience, Purpose</i>
Doc ____		
Doc ____		
Doc ____		
Doc ____		
Doc ____		
Doc ____		
Doc ____		

CORRECTLY USES the content of *at least SIX* of the documents to support the stated thesis (or a relevant argument).

EXPLAINS the significance of author's POV, context, audience, and/or purpose (CAP) for *at least FOUR* documents.

Students are advised to use ALL documents and do POV/CAP analysis on 5 in case of a mistake.

OUTSIDE EVIDENCE Provides an example or additional piece of SPECIFIC evidence beyond those found in the documents to support or qualify the argument.

Must be 1) distinct from evidence used to earn other points and 2) more than a mere phrase or reference. Better safe than sorry! It's a good idea to encourage students to use at least TWO pieces of evidence.

ARGUMENTATION Develops and supports a **cohesive argument** [typically supporting the thesis, if present] that recognizes and accounts for historical complexity by **explicitly illustrating relationships among historical evidence** such as contradiction, corroboration, and/or qualification.

Basically, develop a coherent and consistent argument and put the documents in conversation with each other. In practice, this is often a capstone point for an excellently argued essay that impresses the reader.

SYNTHESIS Extends the argument by explaining the connections between the argument and a similar development in a different historical period or geographical area.

*Basically, take the **argument** beyond the prompt's time frame and/or geographical area.*

A student may also bring in a course theme and/or approach to history that is not the focus of the essay (political, social, etc.) or to a different academic discipline (e.g., political science, art history, or anthropology) to get the synthesis point, but these approaches are less common than time/place synthesis.

NOTE: Although there is no set rule, there is a consensus that *context* should appear in the first paragraph and that *synthesis* should appear at the end of the essay.

TOTAL POINTS:

/7

For more information about the AP World History DBQ, visit my website: www.tomrichey.net

APUSH LEQ RUBRIC

Causation

Name: _____

LEQ: _____

THESIS

A substantive thesis must meet ALL of the requirements to the right of the box.

1

The Thesis MUST:

- Make a historically defensible claim.
- Address all parts of the question (causation).
- Do more than just re-state the prompt.
- Appear in one place in the introduction or conclusion.

HISTORICAL THINKING SKILL

DESCRIBES causes AND/OR effects of a historical event, development, or process.

2

Another point is earned if, in addition, the student

EXPLAINS the reasons for the causes AND/OR effects of a historical event, development, or process.

6

If the prompt asks for causes AND effects, then both must be addressed in some way to earn this point.

This is typically (though not always) the capstone point – the icing on the cake of an amazing essay.

EVIDENCE & SUPPORT FOR ARGUMENT

Addresses the topic in question with specific examples of relevant evidence.

3

Another point is earned if, in addition, the student

Utilizes specific evidence to fully and effectively substantiate the thesis (or relevant argument).

5

To earn this point, the student must use at least TWO (2) pieces of relevant, specific evidence.

This evidence must have breadth and depth in addition to being used effectively to argue a point.

SYNTHESIS

Extends the argument to make a connection beyond the scope of the prompt.

4

Synthesis requires more than a passing mention or comparison. It needs to be fleshed out in multiple sentences. It typically has its own paragraph at or near the end of the essay.

Acceptable Synthesis Categories:

- A development in a different historical period, situation, era, or geographical area.*
- A course theme and/or approach to history that is not the focus of the essay.

**About 90% of valid synthesis attempts fall into the first category of synthesis.*

**GOODNESS
Points**

____/4

NOTE: All four Basic Points **DO NOT** have to be earned in order to get Bonus Points.

**GREATNESS
Points**

____/2

Teacher's Notes:

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**TOTAL
Points**

____/6

APUSH LEQ RUBRIC

Periodization

Name: _____

LEQ: _____

THESIS

A substantive thesis must meet ALL of the requirements to the right of the box.

1

The Thesis MUST:

- Make a historically defensible claim.
- Address all parts of the question (similarity AND difference).
- Do more than just re-state the prompt.
- Appear in one place in the introduction or conclusion.

HISTORICAL THINKING SKILL

DESCRIBES the ways in which the historical development in the prompt was different from **AND** similar to developments that preceded and/or followed

2

Another point is earned if, in addition, the student

It is key here that if the prompt says that the periods before AND after must be addressed that they are both addressed.

ANALYZES the extent to which the historical development specified in the prompt was different from **AND** similar to developments that preceded and/or followed, providing **specific examples** to support

6

This is typically (though not always) the capstone point – the icing on the cake of an amazing essay.

EVIDENCE & SUPPORT FOR ARGUMENT

Addresses the topic in question with specific examples of relevant evidence.

3

Another point is earned if, in addition, the student

To earn this point, the student must use at least TWO (2) pieces of relevant, specific evidence.

Utilizes specific evidence to fully and effectively substantiate the thesis (or relevant argument).

5

This evidence must have breadth and depth in addition to being used effectively to argue a point.

SYNTHESIS

Extends the argument to make a connection beyond the scope of the prompt.

4

Synthesis requires more than a passing mention or comparison. It needs to be fleshed out in multiple sentences. It typically has its own paragraph at or near the end of the essay.

Acceptable Synthesis Categories:

- A development in a different historical period, situation, era, or geographical area.*
- A course theme and/or approach to history that is not the focus of the essay.

**About 90% of valid synthesis attempts fall into the first category of synthesis.*

GOODNESS Points

____/4

NOTE: All four Basic Points DO NOT have to be earned in order to get Bonus Points.

GREATNESS Points

____/2

Teacher's Notes:

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TOTAL Points

____/6

APUSH LEQ RUBRIC

Continuity & Change Over Time

Name: _____

LEQ: _____

THESIS

A substantive thesis must meet ALL of the requirements to the right of the box.

1

The Thesis MUST:

- Make a historically defensible claim.
- Address all parts of the question (continuity AND change).
- Do more than just re-state the prompt.
- Appear in one place in the introduction or conclusion.

HISTORICAL THINKING SKILL

DESCRIBES historical continuity **AND** change over time.

2

Another point is earned if, in addition, the student

To earn this point, it is not necessary to do both well, but both must be addressed in some way.

ANALYZES specific examples that illustrate historical continuity **AND** change over time.

6

This is typically (though not always) the capstone point – the icing on the cake of an amazing essay.

EVIDENCE & SUPPORT FOR ARGUMENT

Addresses the topic in question with specific examples of relevant evidence.

3

Another point is earned if, in addition, the student

To earn this point, the student must use at least TWO (2) pieces of relevant, specific evidence.

Utilizes specific evidence to **fully and effectively substantiate the thesis** (or relevant argument).

5

This evidence must have breadth and depth in addition to being used effectively to argue a point.

SYNTHESIS

Extends the argument to make a connection beyond the scope of the prompt.

4

Synthesis requires more than a passing mention or comparison. It needs to be fleshed out in multiple sentences. It typically has its own paragraph at or near the end of the essay.

Acceptable Synthesis Categories:

- A development in a different historical period, situation, era, or geographical area. *
- A course theme and/or approach to history that is not the focus of the essay.

**About 90% of valid synthesis attempts fall into the first category of synthesis.*

GOODNESS Points

____/4

NOTE: All four Basic Points **DO NOT** have to be earned in order to get Bonus Points.

GREATNESS Points

____/2

Teacher's Notes:

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TOTAL Points

____/6

APUSH LEQ RUBRIC

Comparison

Name: _____

LEQ: _____

THESIS

A substantive thesis must meet ALL of the requirements to the right of the box.

1	
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The Thesis MUST:

- Make a historically defensible claim.
- Address all parts of the question (compares AND contrasts).
- Do more than just re-state the prompt.
- Appear in one place in the introduction or conclusion.

HISTORICAL THINKING SKILL

DESCRIBES similarities AND differences among historical individuals, events, developments, or processes.

To earn this point, it is not necessary to do both well, but both must be addressed in some way.

2	
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Another point is earned if, in addition, the student

EXPLAINS the reasons for similarities AND differences among historical individuals, events, developments, or processes.

Some prompts may ask the student to EVALUATE the relative significance of the historical individuals, events, developments, or processes.

6	
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EVIDENCE & SUPPORT FOR ARGUMENT

Addresses the topic in question with specific examples of relevant evidence.

To earn this point, the student must use at least TWO (2) pieces of relevant, specific evidence.

3	
----------	--

Another point is earned if, in addition, the student

Utilizes specific evidence to fully and effectively substantiate the thesis (or relevant argument).

This evidence must have breadth and depth in addition to being used effectively to argue a point.

5	
----------	--

SYNTHESIS

Extends the argument to make a connection beyond the scope of the prompt.

Synthesis requires more than a passing mention or comparison. It needs to be fleshed out in multiple sentences. It typically has its own paragraph at or near the end of the essay.

4	
----------	--

Acceptable Synthesis Categories:

- A development in a different historical period, situation, era, or geographical area.*
- A course theme and/or approach to history that is not the focus of the essay.

**About 90% of valid synthesis attempts fall into the first category of synthesis.*

**GOODNESS
Points**

____/4

NOTE: All four Basic Points DO NOT have to be earned in order to get Bonus Points.

**GREATNESS
Points**

____/2

Teacher's Notes:

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**TOTAL
Points**

____/6

For more instructional materials, visit tomrichey.net.

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2016 SCORING GUIDELINES

Question 3

BASIC CORE (competence)	0-7 Points
1. Has acceptable thesis	1 Point
<ul style="list-style-type: none">• The thesis must include BOTH a similarity AND a difference between the CAUSES of any two of the specified revolutions.• The thesis must be explicitly stated in the introduction or the specified conclusion of the essay.• The thesis may appear as one sentence or as multiple sentences.• A thesis that is split among multiple paragraphs or merely restates the prompt is unacceptable.• The thesis CANNOT count for any other point.	
2. Addresses all parts of the question, though not necessarily evenly or thoroughly	1-2 Points
For 2 points: <ul style="list-style-type: none">• Identifies at least one similarity AND one difference in the CAUSES of two identified revolutions.	
For 1 point: <ul style="list-style-type: none">• Identifies one similarity OR one difference in the CAUSES of two identified revolutions.	
3. Substantiates thesis with appropriate historical evidence	1-2 Points
For 2 points: <ul style="list-style-type: none">• Must provide at least six pieces of relevant and accurate evidence related to TWO specified revolutions.	
For 1 point: <ul style="list-style-type: none">• Must provide at least four pieces of relevant and accurate evidence related to ONE or TWO specified revolutions.	
4. Makes at least one direct, relevant comparison between the revolutions	1 Point
<ul style="list-style-type: none">• Provides an additional difference <u>OR</u> similarity in the CAUSES of the identified revolutions beyond that stated for Core Point 2	
5. Analyzes at least one reason for a similarity or a difference identified in a direct comparison	1 Point
Subtotal	7 Points

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2016 SCORING GUIDELINES

Question 3 (continued)

EXPANDED CORE (excellence)

0 - 2 Points

Expands beyond the basic core of 1–7 points. A student **must** earn **7 points** in the basic core area before earning points in the expanded core area.

Examples:

- Has a clear, analytical, and comprehensive thesis.
- Addresses all parts of the question thoroughly (as relevant): comparisons, chronology, causation, connections, themes, interactions, and content.
- Provides ample historical evidence to substantiate thesis.
- Relates comparisons to larger global context.
- Makes several direct, relevant comparisons between or among revolution causes.
- Consistently analyzes relevant similarities and differences in causes of revolutions.
- Applies relevant knowledge of other regions or world historical processes.
- Recognizes nuances within revolution causes.

Subtotal

2 Points

TOTAL

9 Points

3A 1 of 3

Write in the box the number of the question you are answering on this page as it is designated in the exam.

Thesis: Both the American and French Revolutions in the late 18th century were spurred by Enlightenment ideals and economic troubles, but while the American was a colonial revolution based in liberty, the French Revolution was a home revolution based more on equality.

First, the causes of the French and American Revolutions were quite similar in some ways. First, both revolutions were spurred by Enlightenment philosophies of natural rights and democracy spread by the printing press and thinkers such as Voltaire and John Locke. John Locke's three inalienable rights are actually altered into the Declaration of Independence except instead of property Jefferson put "pursuit of happiness." A specific idea that came out of the Enlightenment that influenced both of these revolutions is the social contract which endorses revolutions against unjust governments. Secondly, both revolutions had the similar cause of under-representation.

In America's case it was the lack of colonial American representatives in Parliament even though Parliament passed laws for the American colonies that led to the phrase, "no taxation without representation". In France, the Estates General had three levels, and the third that represented the ordinary people was weakest and had less voting power than the first two estates. Besides

3A 293

Write in the box the number of the question you are answering on this page as it is designated in the exam.

that, the French were also ruled by the absolute Bourbon kings that were not accountable and never called on the Estates General anyway. Lastly, both revolutions had the similar cause of economic troubles. In America, after the British victory in the Seven Years' War the government needed tax revenues to pay off its war debts. This led to unpopular taxes and restrictive mercantilist policies such as the ~~the~~ Stamp Act, the Tea Act, and the Townshend Acts. In France, economic causes for revolution included the reckless spending of the king on the aristocracy, massive war debts after the Seven Years' War and the French aid in the American revolution, and the famine that devastated France while King Louis XVI refused to put money into the economy to help.

Both the American and French Revolutions had two key differences that distinguished each other in the realm of revolutionary movements. First, the American Revolution was a colonial revolution against a colonizing mother country's government, while the French Revolution was in France, led by French, and sought to overthrow the French king. This difference led to different attitudes, since the Americans no longer considered themselves English colonists and wanted independence and self-determination from a foreign power, similarly to the Latin American Revolutions.

3A 3 of 3

Write in the box the number of the question you are answering on this page as it is designated in the exam.

The French revolutionaries did consider themselves French, and instead of looking for independence, they were looking for reform and an overthrow of the monarchy. Also, another major difference in the revolution's causes is the revolutionaries' goals and participants. In America, since the colonies were suffering from under-representation and mercantilist policies all social classes supported the revolution, and the division between revolutionaries and counter-revolutionaries was at best more on birth in the colonies and religious purposes. In France, the revolution mainly involved the middle and lower classes rebelling against the king and the landed aristocracy. This greater focus on class warfare in France led to violence against the aristocrats, violence against the church, and the goal of equality rather than the American ideal of liberty championed due to their lack of self-determination and their want of it.

Thesis: Thus, while the causes of the American and French revolutions both had similar underlying themes, they also had some distinguishing differences.

The American and French Revolutions in the late 18th century were uprisings of the people to overthrow their monarchical governments. The two revolutions were similar in that they established democracy and a constitution yet different in that the Americans were seeking independence from their mother country (Britain) while France was seeking to overthrow its own government.

The American and French Revolutions were very similar. In both, people were angry at their monarchical governments for not giving them rights, imposing high/unfair taxes, etc. In both revolutions, the revolutionaries had to band together to form armies to fight their rulers. The people fought for rights such as religious freedom, and the right to play a role in the government. The revolutions inspired nationalism and together, both revolutions overthrew their governments. After the monarchies were overthrown, the revolutionaries put in place democracy and a constitution that protected their rights, a written social contract.

While the American and French Revolution were very similar, they also had a few differences. First, their geographic locations. America, a British colony, was in North America and was fighting for freedom from its

3B 2 of 2

Write in the box the number of the question you are answering on this page as it is designated in the exam.

mother country Great Britain. France, on the other hand, was in Europe and was fighting for freedom from its own government. Another big difference was the time in which they happened. France's revolution occurred 8 years after the American Revolution. This was because France was inspired by America's fight for freedom. America, supportive of revolutions to overthrow monarchical governments and establish democracy, supported France's revolution financially and militarily.

Write in the box the number of the question you are answering on this page as it is designated in the exam.

3 C 191

The similarities between the ~~America~~ American and French Revolution is both began because the want of independence from regions. Not only that but the economic instability due to the debt they've accumulated. They also both began based off enlightenment ideas. Both fought a good fight and had an impact on the regions around them. They also played a major role in the revolution of other places. The major difference though, is that America didn't end in a Reign like the French. Some may say the french became greedy and started their reign of terror. Either way it played out both became recognized and gained independence after the initial fight.

AP[®] WORLD HISTORY

2016 SCORING COMMENTARY

Question 3

Overview

This question asked students to analyze similarities and differences in the causes of two (out of a choice of three) Atlantic World eighteenth-century revolutions. This content is part of Key Concept 5.3. of the AP World History Curriculum Framework (Nationalism, Revolution, and Reform). By focusing on the historical thinking skill of Causation, the question required students to take an analytical approach and compare the factors that led to the outbreak of the chosen revolutions, rather than merely describe and juxtapose events and/or individuals that were part of the course of the chosen revolutions. By including the American Revolution as one of the three options, the question gave most students the chance to discuss as part of their answers content with which many felt relatively comfortable. One result of this was that the other two options in the comparison (the Haitian and/or French Revolution) became, in effect the “high bar” and provided opportunities for additional differentiation among student responses.

Sample: 3A **Score: 9**

The thesis is in the first paragraph and addresses both a similarity and a difference between the causes of the French and American Revolutions, which earned 1 point for thesis. The essay proceeds to discuss both the similarity (influence of Enlightenment ideas) and the difference (the American Revolution being a colonial revolution to achieve independence from the mother country and the French Revolution being a “home revolution” to create a more representative government) identified in the thesis in two lengthy body paragraphs. This earned 2 points for addressing all parts of the question. The essay substantiates the thesis with well over 20 pieces of appropriate historical evidence, some related to the American Revolution and other evidence related to the French Revolution. This earned the essay 2 points for using evidence. There is an additional direct comparison (other than the one used to earn credit for Core Point 2) toward the middle of page 1, where an additional similarity in the causes of both revolutions —political “under-representation” — is identified and discussed. This earned the essay 1 point for direct comparison. There is persuasive analysis of the reasons for both the similarities and differences identified in the comparison between the two revolutions, which earned the essay 1 point for analysis. Specifically, the analysis point was earned by the essay addressing the concept of the social contract and its revolutionary implications (as an explanation of the similarity of the two revolutions being influenced by Enlightenment ideas on page 1) and by the discussion of the different role of social class (as an explanation of the difference in the type of grievances that led to the two revolutions on page 3). In addition to earning all 7 points in the Basic Core, the essay earned the maximum of 2 points in the Expanded Core for the plentiful evidence used in support of the thesis, the high level of analysis, and the overall depth of argumentation and organization.

Sample: 3B **Score: 4**

The attempted thesis in the first paragraph did not earn the thesis point. It discusses a valid difference between the causes of the American and French Revolutions, “the Americans were seeking independence from their mother country (Britain) while France was seeking to overthrow its own government.” However, the similarities it addresses are either related to outcomes rather than causes (both revolutions “established democracy and a constitution”) or are too generic to be creditable, (for example, the statement that both revolutions were “uprisings of the people to overthrow their monarchical governments.”) Because the essay did not earn the thesis point, the valid statement of difference in the introductory paragraph was credited toward the Core Points for addressing all parts of the question. The second paragraph on page 1 identifies a valid similarity between the causes of the two revolutions (popular anger at existing governments for

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2016 SCORING COMMENTARY

Question 3 (continued)

imposing high taxes), which, together with the discussion of a difference in the introductory paragraph, earned the essay 2 points for addressing all parts of the question. The essay uses seven pieces of relevant evidence in support of its argument: prerevolutionary monarchical governments; the revolutions leading to the establishment of constitutions; prerevolutionary governments imposing heavy taxes; the desire to establish a representative government (“the right to play a role in the government”); nationalism as a factor in the genesis of the revolutions; the idea of the social contract; and the role of the American Revolution as an inspiration for the French Revolution. This was sufficient to earn the essay 2 points for evidence support. The essay does not include a direct comparison between the two revolutions other than the discussion of a similarity and a difference used to earn the Core Points for addressing all parts of the question; therefore the essay did not earn the point for direct comparison. The essay did not earn the point for analysis as neither the discussion of a similarity (paragraph 2 on page 1) nor the discussion of a difference (paragraph 3 on pages 1–2) contains analysis of causes.

Sample: 3C
Score: 1

The essay does not have a thesis, and it did not earn the thesis point. It makes several vaguely comparative statements about the French and the American revolutions; however, the only statement that was creditable (as a valid similarity in the causes of the two revolutions) is the claim that both revolutions “began based off [E]nlightenment ideas.” That statement earned the essay 1 point for addressing all parts of the question. The statement that purports to identify a difference — “America didn’t end in a [r]eign like the French”— does not relate to causes and could not be credited for the second Core Point for addressing all parts of the question. The essay did not earn any points for using evidence because there are, at most, three pieces of relevant evidence mentioned: “economic instability due to the debt,” the Enlightenment, and the Reign of Terror in the French Revolution. No points were awarded for a direct comparison or for analysis, as the essay contains no attempts to earn these points.