# COMPARE AND CONTRAST CHART

Categories	American Revolution	Similarities	French Revolution
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	ME DATE	<u> </u>	PERIOD SCC	/KE
	SCORING RUBRIC — Topic:ESTION A			A Section
20	Full Credit Earned	T	Common Issues	Points
	ran Creat carnea		Common issues	Earned
<u> </u>	Answers Question: direct response makes	П	Doesn't answer question (incorrect)	Lame
	a claim that can be proved.	1	Doesn't use <b>Key Words</b> from	
			Question/Prompt	1
	(In <u>Stimulus Based Prompt</u> - May "snag" a		Relies on Quote from prompt	}
	word but NOT Quote).		Wrong time period	ļ
	•		Wrong location	
J	Cites Evidence: defines or describes the	Ė	Missing evidence/reason/event/example	
	claim		Random evidence (littering) not connected	
	(support answer with SFI [Specific Factual		to Answer	
	Information] from <b>OUTSIDE</b> the Prompt –	₿	Not specific	
	learned from class readings, discussions,		Off topic	
	activities)	<u> </u>		-
	Expands/Explains Evidence (connect the		Vague (attempts but doesn't elaborate)	1
	dots! How does the evidence support/prove answer/assertions?)		No connection between evidence & answer	
	answer/asser nonser		No interpretation	
		<u> </u>	Doesn't draw conclusion	<u> </u>
) i i e	STION B			
40E	Full Credit Earned	1	Common Issues	Points
				Earned
	Answers Question: direct response – makes		Doesn't answer question (incorrect)	
	a claim that can be proved.		Doesn't use Key Words from	
	<del>,</del>		Question/Prompt	1
	(In <u>Stimulus Based Prompt</u> - May "snag" a		Relies on Quote from prompt	
	word but NOT Quote).		Repeats information from A or C	1
			Wrong time period	
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	Cites Evidence: defines or describes the		Missing evidence/reason/event/example	
	<u>claim</u>		Random evidence (littering) not connected	
	(support answer with SFI [Specific Factual	_	to Answer	
	information] from OUTSIDE the Prompt — learned from class readings, discussions,		Not specific	
	octivities)	"	Off topic	
	Expands/Explains Evidence (connect the	п	Vague (attempts but doesn't elaborate)	<del> </del>
	dots! How does the evidence support/prove		No connection between evidence & answer	}
	answer/assertions?)		No interpretation	
			Doesn't draw conclusion	
Ų	STION C			***************************************
	Full Credit Earned		Common Issues	Points
		L		Earned
	Answers Question: direct response – makes		Doesn't answer question (incorrect)	
	a claim that can be proved.		Doesn't use Key Words from	
			Question/Prompt	
	Stimulus Based Prompt - May "snag" a word		Relies on Quote from prompt	
	but NOT Quote).		Repeats information from A or B.	
			Wrong time period	
		***********	Wrong location	<b>_</b>
	Cites Evidence: defines or describes the claim		Missing evidence/reason/event/example	
	port answer with SFI [Specific Factual Information] from OUTSIDE the Prompt –learned from class		Random evidence (littering) not connected	
	readings, discussions, activities)	_	to Answer	
	· · · · · · · · · · · · · · · · · · ·		Not specific	
			Off topic	
	Expands/Explains Evidence (connect the		Vague (attempts but doesn't elaborate)	
	DOUGLE DOUGLES THE EVIDENCE SUPPORT/DEOUP	<ul> <li>1.1</li> </ul>	NO CONRECTION DEGMEEN BUILDINGS & SINGWAY	

☐ No interpretation ☐ Doesn't draw conclusion

	NAME	DATE	PERIOD SCO	ORE
·特别的AMA	SAQ SCORING RUBI	RIC - Topic:		
	QUESTION A			·静水色16.30 17
	Eull Cre	dit Farnad	Common Issues	Points

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

#### QUESTION B

	Full Credit Earned		Common Issues	Points Earned
	Answers Question: direct response – makes		Doesn't answer question (incorrect)	
	a claim that can be proved.		Doesn't use Key Words from	
			Question/Prompt	
	(In <u>Stimulus Based Prompt</u> - May "snag" a		Relies on Quote from prompt	
	word but NOT Quote).	0	Repeats information from A or C	
			Wrong time period	
		Ш	Wrong location	
11	Cites Evidence: defines or describes the	1	Missing evidence/reason/event/example	
	claim	0	Random evidence (littering) not connected	
	(support answer with SFI [Specific Factual		to Answer	
	Information) from OUTSIDE the Prompt		Not specific	
	learned from class readings, discussions,		Off topic	
	activities)		•	
	Expands/Explains Evidence (connect the		Vague (attempts but doesn't elaborate)	
	dots! How does the evidence support/prove		No connection between evidence & answer	
	answer/assertions?)		No interpretation	
			Doesn't draw conclusion	

## QUESTION C

Full Credit Earned	ull Credit Earned Common Issues		
Answers Question: direct response - makes	Doesn't answer question (incorrect)	1	
a claim that can be proved.	☐ Doesn't use <b>Key Words</b> from	1	
	Question/Prompt	F	
(In <u>Stimulus Based Prompt</u> - May "snag" a word	☐ Relies on Quote from prompt		
but NOT Quote).	☐ Repeats information from A or B	1	
•	☐ Wrong time period		
	☐ Wrong location		
Cites Evidence: defines or describes the claim	☐ Missing evidence/reason/event/example		
(support answer with SFI [Specific Factual Information]	Random evidence (littering) not connected		
from OUTSIDE the Prompt —learned from class	to Answer		
readings, discussions, activities)	☐ Not specific		
	II Off topic		
Expands/Explains Evidence (connect the	☐ Vague (attempts but doesn't elaborate)		
dots! How does the evidence support/prove	☐ No connection between evidence & answer		
answer/assertions?)	☐ No interpretation		
	Doesn't draw conclusion		

WOF	RLD DI	BQ RUBRIC	Name:	
	ugust 20	_	DBQ:	
historical con Some prompt	ts will only acce	mediately relevant to the queept context that is within th	rgument by explaining the broader uestion (2-3 sentences). the time frame of the prompt efore may be appropriate).	
responds to a	all parts of the	nesis that makes a historical question (does more than r c introduction or conclusi	1	
DOCUM	ENT ANA	ALYSIS (TWO PO	DINTS)	
	Used	POV / CAP (Any)	CORRECTLY USES the content of	
Date		Context, Audience, Purpose	at least SIX of the documents to support the stated thesis	
Doc	-		(or a relevant argument).	
Doc	_			
Doc	- 1			
Doc	_		<b>EXPLAINS</b> the significance of	
Doc			author's POV, context, audience, and/or purpose (CAP) for at least	
			FOUR documents.	
Doc	_		Students are advised to use ALL documents do POV/CAP analysis on 5 in case of a mist	
	-		do Pov/CAF dildiysis on 5 in case of a final	7.
	E EVIDEN		mple or additional piece of SPECIFIC	_
	•		o support or qualify the argument.	
			and 2) more than a mere phrase or reference.  nts to use at least TWO pieces of evidence.	
			ns to use at reast 1 WO precess of evidence.	
	ENTATIO	, ,,	orts a cohesive argument [typically	
			ounts for historical complexity by  I evidence such as contradiction,	
	on, and/or qua		evidence such as contradiction,	
Basically, dev	velop a coherent	and consistent argument and	put the documents in conversation with each other.	
In practice, t	his is often a cap	stone point for an excellently o	argued essay that impresses the reader.	
SYNTHE	E <b>SIS</b> Exte	nds the argument by exp	plaining the connections between the	_
argument a	nd a similar d	evelopment in a differen	t historical period or geographical area.	
Basically, to	ake the <b>argum</b>	<b>ent</b> beyond <i>the prompt's tin</i>	me frame and/or geographical area.	
(political, so	cial, etc.) or to a	different academic discipline	ch to history that is not the focus of the essay (e.g., political science, art history, or anthropology) ommon than time/place synthesis.	
NOTE: A	 Ithough there is	s no set rule, there		
is a consen	isus that <i>contex</i>	t should appear in		_
the first pa	ragraph and the	at <i>synthesis</i> should T	<b>TOTAL POINTS:</b>	1

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

APUSH LEQ RUBRIO	C Name:
Causation	LEQ:
THESIS	
A substantive thesis must meet ALL of the requirements to the right of the box.	<ul> <li>The Thesis MUST:</li> <li>Make a historically defensible claim.</li> <li>Address all parts of the question (causation).</li> <li>Do more than just re-state the prompt.</li> <li>Appear in one place in the introduction or conclusion.</li> </ul>
HISTORICAL THINKING SK	JLL
DESCRIBES causes AND/OR effects of a historical event, development, or process.	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.
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	RARGUMENT
Addresses the topic in question with specific examples of relevant evidence.	Another point is earned if, in addition, the student  Utilizes specific evidence to fully and effectively substantiate the thesis (or relevant argument).
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.  Synthesis requires more than a passing	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.
mention or comparison. It needs to be	

GOODNESS
Points

/4

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

GREATNESS
Points

/2

/4

Teacher's Notes:

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.



#### 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 wavs in which the historical development in the prompt was different from AND similar to developments that preceded and/or followed

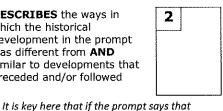
the periods before AND after must be

To earn this point, the student must

use at least TWO (2) pieces of

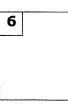
relevant, specific evidence.

addressed that they are both addressed.



Another point is earned if, in addition, the student

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



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.



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.

## **SYNTHESIS**

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



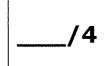
Synthesis requires more than a passing mention or comparison. It needs to be fleshed out in multiple sentences. It typically has its own paragraph at or near the end of the essay.

## **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** 



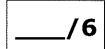
NOTE: All four Basic Points DO NOT have to be earned in order to get Bonus Points.

GREATNESS **Points** 

	_/	2

Teacher's Notes:		

TOTAL **Points** 



<b>APUSH LEQ RUBRIC</b>	<u>,</u>	Name:	
Continuity & Change Over Time		LEQ:	· · · · · · · · · · · · · · · · · · ·
THESIS			
A substantive thesis must meet ALL of the requirements to the right of the box.	<ul><li>Address all</li><li>Do more th</li></ul>	MUST: torically defensible claim. parts of the question (continuity ANI an just re-state the prompt. one place in the introduction or cor	
HISTORICAL THINKING SKI	ILL		
DESCRIBES historical continuity AND change over time.	Another point is earned if, in addition, the student	ANALYZES specific examples that illustrate historical continuity AND change over time.	6
To earn this point, it is not necessary to do both well, but both must be addressed in some way.		This is typically (though not always) the capstone point — the icing on the cake of an amazing essay.	
EVIDENCE & SUPPORT FOR	ARGUME	NT	
Addresses the topic in question with specific examples of relevant evidence.	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	1	Synthesis Categories: ent in a different historical	

the prompt.

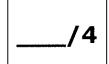


Synthesis requires more than a passing mention or comparison. It needs to be fleshed out in multiple sentences. It typically has its own paragraph at or near the end of the essay.

- 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.

<b>GOODNESS</b>
<b>Points</b>



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

**GREATNESS Points** 

Teacher's Notes:	TOTAL	/6
	Points	

ADUCH I EA DUDDIA	Name:
APUSH LEQ RUBRIC Comparison	LEQ:
THESIS	
A substantive thesis must meet ALL of the requirements to the right of the box.	<ul> <li>The Thesis MUST:</li> <li>Make a historically defensible claim.</li> <li>Address all parts of the question (compares AND contrasts).</li> <li>Do more than just re-state the prompt.</li> <li>Appear in one place in the introduction or conclusion.</li> </ul>
HISTORICAL THINKING SK	ILL
DESCRIBES similarities AND differences among historical individuals, events, developments, or processes.	Another point is earned if, in addition, the student  EXPLAINS the reasons for 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.	Some prompts may as the student to EVALUATE the relative significance of the historical individuals, events, developments, or processes.
EVIDENCE & SUPPORT FOR	ARGUMENT
Addresses the topic in question with specific examples of relevant evidence.	Another point is earned if, in addition, the student  Utilizes specific evidence to fully and effectively substantiate the thesis (or relevant argument).
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.  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/4	NOTE: All four Basic Points DO NOT have to be earned in order to get Bonus Points.  GREATNESS Points /2

Teacher's Notes:

**TOTAL**Points

# AP® WORLD HISTORY 2016 SCORING GUIDELINES

#### Question 3

# BASIC CORE (competence)

0-7 Points

## 1. Has acceptable thesis

1 Point

- 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:

 Identifies at least one similarity AND one difference in the CAUSES of two identified revolutions.

#### For 1 point:

- 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:

 Must provide at least six pieces of relevant and accurate evidence related to TWO specified revolutions.

#### For 1 point:

- 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

- 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

# AP® WORLD HISTORY 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 lof 3
Write in the box the number of the question you are answering on this page as it is designated in the exam.

ITAESIS: BOTA the American and French Revolutions in the late \$ 18th century were spurned by Enlightement Md economic troubles, but while the eAnerlan was a colonial revolution based in liberty was a home revolution based more on equality. FIRST, the causes of the French and American Peralutions were quite similar in some wous. It ist, both revolutions were spurred by Enlighterment philosophies of notical rights and democracy spread by theprinting press and thinkers such as Vottoline and John Locke John Lockes three indelables ights are actually altered Into the Declaration of Independence except instead of property Jefforson put "pursuit of noppiness" A specific I dea that come out of the Enlighteness that influenced both of these revolutions is the social contract which revolutions appliest unius toponements. Secondly both revolutions had the strilor cause of under-representation. In America's case It has the look of colonial American representatives in fortionent even though Portlanent passed laws for the Aneikan colonies that led to the phrose, "no taxotion without representation". In France, the Estates Govern hat three levels, and the Hold the ordinary people was n 404 1255 voting power than the first

Write in the box the number of the question you are answering on this page as it is designated in the exam. that, the trench were also ruled by the absolute BOURDON Kings that were - not a coortable and note corpet on the Estates General oneway. Lastin, both revolutions had the similar couse of economic troubles. In Anerica, after the British victory In the Swa Years! war the government nected tax reviences to pay its wor debts. This led to un popular toxes and restrictive mercontilist policies such as the Stomp Act, the Too Act, and the Townsherd Acts. In France, economic couses for revolution included the rections spending the King and the oristocracy, massive war debts difter the Sevon Years' War and the French 0.14 in the Aretan revolution, and the familie took devostated France was King Lowis XVI refused to put money (No the exorm help. Both the Ancien and French Revolutions had two Key differences that distinguished each other in the realm of revolutionary movements. First, the American was a colonial revolution against a colonizing Revolution mother country's governet, while the French Revolution was in France, led by Fracty and sough to overthrow the French King. This difference led to different officulty since the Americans no longer considered themselves English colonists and world independence and self-determination a toreign power, similarly to the Latin Arevian 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 con slater them selves
French, and Instead of looking for independence, where
were looking for reform ont on everthrow of the monorchy.
Also, ono ther majordifference in the revolution's couses
istherwolvtlonories goods and participants. In America
Since the colonies were suffering from under-representation and
mercontilist policies all sociot classes supported the
rovolution, and the division between revolutionaries and
counter-revolutionaries was exbased more on birthin the
colonics and religious purposes. In France, the revolution
moinly involved the middle and lower classes rebelling against
the King and the larded or Isto group, this greater focus or
class worfore in France 1est to violence against the aristocrass,
Violence against the Church, and the good of equality rather
that the Aneican iteal of liberty championed due to their
lock of self-determination and their wart of it.
The \$15: Thus, while the couses of the Anerican and
French revolutions both hot similar underlying themesthere also had some distinguishing differences.
also had some distinguishing differences.

3B.10f2 Write in the box the number of the question you are answering on this page as it is designated in the exam. written Social contract

	•	
38 20f2	Write in the box the number of the question you are answering on this page as it is designated in the exam.	
mother count	y Great Britain France, on the Tha	·
	Europe and was fighting for Freedom	-
	government. Another big difference	-
<u> </u>	which they happined. France's revolution	
occurred 8 years	after the American Revolution, This	
	rance are inspired by America's fight	_
	rica, supportive of revolutions to overthe	 1701 j
	ments and establish domocracy, supported	
France's revolution	r: Fornancially and militarily.	_
		_
, ,		-
		-
,		_
	•	
•	·	
		ı
,		

Write in the box the number of the question you are answering on this page as it is designated in the exam.
The similarities between the American American
and French Revolution is bother becan because the
Mant of Independence from regions. Not they only
that but the economic instability due to the dept
thrulve accumulated. They also both began based
Off enlighterment ideas. Both Fraught or 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
Other places. The major difference though, is that America didn't and in a Reigno like the French.
Some may say the French became greedy and
Some may say the French became greedy and Started their reign of terror Either to 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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#### 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.