

2017

AP®

 CollegeBoard

AP European History

Sample Student Responses and Scoring Commentary

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AP® EUROPEAN HISTORY 2017 SCORING GUIDELINES

Question 2

Maximum Possible Points: 6

“Describe and explain a significant similarity and a significant difference between the ways European states waged war in the period circa 1500–1648 and in the period circa 1750–1871.” (*Historical thinking skill: Comparison*)

Please note:

- Each point of the rubric is earned independently, e.g., a student could earn the point for synthesis without earning the point for thesis.
- Unique evidence from the student response is required to earn each point, e.g., evidence in the student response that qualifies for one of the other targeted skill points could not be used to earn the point for thesis.

Points	Scoring Rubric	Scoring Notes
A: Thesis 0-1	Thesis: Presents a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion. (1 point)	<ul style="list-style-type: none">• Thesis statement can set out the analytic CATEGORIES of similarities and differences.• Thesis statement must have some explanatory element.• Thesis statement does NOT have to list multiple similarities and differences.• Thesis statement does NOT have to mention specific states.
B: Argument Development: Using the Historical Thinking Skill 0-2	Argument Development — Describes: Describes a historical similarity AND a difference. (1 point)	<ul style="list-style-type: none">• Responses earn 1 point by <u>describing</u> at least one relevant example of similarity and one example of difference in the ways in which European states waged war in the period 1500–1648 and in the period 1750–1871.
	Argument Development — Explains: Explains the reasons for a historical similarity AND a difference. (1 point)	<ul style="list-style-type: none">• Responses can earn 1 point by <u>explaining</u> the reasons for at least one relevant example of similarity and one example of difference in the ways in which European states waged war in the period 1500–1648 and in the period 1750–1871 and linking them back to a relevant argument. (<i>Can be earned independently from the Thesis point.</i>)

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Question 2 (continued)

C: Argument Development: Using Evidence 0-2	<p>Using Evidence — Examples: Addresses the topic of the question with specific examples of relevant evidence. (1 point)</p>	<ul style="list-style-type: none"> Responses can earn 1 point by addressing the topic of the question by referring to at least TWO specific examples or pieces of relevant evidence. Essays can earn this point without having a stated thesis or a relevant argument. <i>Possible examples:</i> Levée en masse, industrialization, Napoleon.
D: Synthesis 0-1	<p>Synthesis: Extends the argument by explaining the connection between the argument and either a development in a different historical period or geographical area, a course theme and/or approach that is not the focus of the essay, or a different discipline. (1 point)</p>	<ul style="list-style-type: none"> (Period) Responses can extend their argument by offering a significant, substantiated, and relevant comparison between the periods of 1500–1650 and 1750–1871 and developments in other times or places, such as the 20th century. (Theme) Responses can extend their argument by appropriately connecting a comparison between the periods of 1500–1650 and 1750–1871 to course themes and/or approaches to history that are not the main focus of the question. Responses for this question could earn a point for this type of synthesis by using a theme or approach that is not political history, for example, cultural, economic, or social history. (Discipline) Responses can extend their argument by appropriately connecting their argument to a different discipline, such as psychology or sociology, to extend a comparison of warfare in the two periods.
If response is completely blank, enter -- for all four score categories A, B, C, and D.		

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Question 2 (continued)

Examples of Student Responses by Scoring Criteria

A. Thesis (1 point)

Responses earn 1 point by presenting a thesis that makes a historically defensible claim that responds to all parts of the question. For the purposes of earning the thesis point, the thesis statement does not need to both describe and explain a similarity and a difference in the ways in which European states waged war, but it should offer a brief statement of the argument that will be developed in the body of the essay. While the thesis does not need to be a single sentence, it does need to be discrete, meaning it cannot be pieced together from across multiple places within the essay. It can be located in either the introduction or the conclusion but not split between the two.

Examples of acceptable theses:

- “The ways in which nations waged war from 1500 to 1648 and in the period 1750–1871 were similar in that alliances were a significant factor in wars in both time periods, but they differed because 16th–17th century wars were primarily religious while 18th-19th century wars were politically and economically motivated.” (*Addresses both a similarity and a difference and takes a historically defensible position.*)
- “Following the Thirty Years’ War, the reasons behind going to war began to shift from ecclesiastical to secular. However, regardless of the time period war was seen as a sense of pride for a nation and brought about unity among the people. While the reasons behind starting war may have shifted, the nationalist sentiment it sparks in the people has not changed.” (*Indicates a shift in reasons for war as a difference and provides a general but acceptable similarity.*)
- “In both time periods, European states waged war for the similar purpose: to stop foreign aggression and to expand the territory and influence of their own. But they differ significantly in developments in fighting technologies, such as mobilization, transportation, communication, weapons, and medicine.” (*Though general, thesis provides defensible similarity and difference between the two periods.*)

Examples of unacceptable theses:

- “Priorities and technology have altered the reasons and methods of warfare. From 1800–1871, a constant in the way war occurs is the presence of a strong, driven leader, and one difference between war from 1500 to 1648 and 1750 to 1871 is the motivation behind warfare, as earlier leaders used religion as their motive and later leaders used politics and unification as their motivation for war.” (*Addresses difference, but “strong driven leader” is too general and ahistorical to receive credit for similarity.*)
- “The ways in which European states fought wars between periods 1500–1648 and 1750–1871 differed in the ideology and cause but were the same in terms of devastation and casualty.” (*Categories for both similarity and difference are overly broad and lack a sense of chronology.*)

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Question 2 (continued)

B. Argument Development: Using The Targeted Historical Thinking Skill (2 points)

a) Argument Development — Describes (1 point)

Responses earn 1 point by describing at least ONE relevant example of a similarity and ONE relevant example of a difference in the ways in which European states waged war in the period 1500–1648 and in the period 1750–1871. (1 point)

Examples of acceptable description of similarity and/or difference:

- “Even though these wars might be fought for the same cause, the armies that fought in them were significantly different. Countries between 1500–1648 widely employed mercenaries to fight in wars. In the period 1750–1871, however, countries depended on their standing national armies ... In all, in both time periods, European states waged war for the similar purpose: to stop foreign aggression and to expand the territory and influence of their own.” (*Describes a specific difference and specific similarity between the periods.*)
- “The leaders of Europe were always concerned with the balance of power. When Sweden was forced to retire from the 30 Years War, France engaged to prevent powerful Austria from winning. During the French Revolution, the European nations formed coalitions against the French to keep them in check ... However, the wars of the 16th/17th centuries were different from those of the 18th/19th centuries because wars in the earlier period were waged in order to achieve religious goals, while those in the later period were waged for economic and political reasons.” (*Describes a specific similarity and a specific difference between the periods.*)
- “Contrasting with the Thirty Years’ War which drew primarily on religious alliances, the French-British rivalry was over colonial possessions, expansionist ambitions, and pure rival of power ... In both periods, the use of early firearms was present. Mainly inaccurate rifles and muskets were used prevalently in both since gunpowder comes from the East. Also, the use of cannons and cavalry existed in still large numbers in both time periods. During both of these periods, the conquest of native populations, whether it be in Central or South America or Africa, was partaken by European powers.” (*Describes a specific difference and specific similarities between the periods.*)

b) Argument Development — Explains (1 point)

Responses can earn 1 point by explaining the reasons for at least ONE relevant example of a similarity and ONE example of a difference in the ways in which European states waged war in the period 1500–1648 and in the period 1750–1871 and linking them back to a relevant argument. (1 point)

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Question 2 (continued)

Examples of acceptable explanation of reasons for similarity and difference:

- “The Diplomatic Revolution of 1756 demonstrated a new image of international warfare, as pure competition of power. Religion was able to play a less important role in forming alliances due to a constant decline in Church power (and thus in the power of the Holy Roman Empire) and a rising popularity of Enlightenment ideals of religious freedom … As the causes of war changed, the action itself still brought nations and allies together. In the early seventeenth century, while still fueled by religious distress, the conflict between Spain and the Netherlands brought the English and the Dutch together as allies … As for the later time period, conflicts continued to unite the people of a country against a common enemy. The Napoleonic Wars brought so much strength and power to France that it also created a sense of national pride that quickly spread to other countries.” (*Explains a reason for a difference and a similarity between the two periods with reference to major historical developments.*)
- “Prior to the Thirty Years’ War, all aspects of life revolved around religion, including war. The division of the Church caused by the Protestant Reformation created a lot of tension between European powers based on newly found beliefs. However, the Thirty Years’ War represents a turning point in this belief. Protestant nations were seen supporting Catholics and vice versa, showing that war was becoming more about the political and economic benefits to a nation rather than its beliefs … The greatest similarity between the ways European states waged war was the struggle against powerful nations that sought to break the balance of the continent … During 1500–1648 and 1750–1871, wars were mainly fought against the most ambitious nations and powerful nations of Europe. For example, the long-time struggle between the French kings against the Habsburgs and the Ottoman Turks versus the majority of the Christian state were all caused by the growing power of these countries … The same pattern lasts to 1750–1871 … Napoleonic France was fighting constantly against states that feared French power.” (*Explains a reason for a specific difference and a specific similarity between the periods with reference to a major historical development.*)
- “The wars in these two periods were extremely similar because both featured complex alliance systems that affected the outcome of the wars. In the 16th century, for example, the Schmalkaldic League formed an alliance of German princes in favor of the spread of Lutheranism in the religious wars following the Protestant Reformation … Similarly in the 18th–19th centuries, alliances played a critical role in the Crimean War, in which Britain, France, and the Ottoman Empire established an unusual alliance that allowed them to prevent Russian expansion … Two major developments occur within the time frame of 1500–1648. The Renaissance, a rebirth to classical antiquity marked by individualism and secularism, as well was the Reformation, a split amongst Christians … Similarly, In the time period 1750–1871, Europe experienced the Enlightenment, an intellectual movement characterized as a belief in individual rights, as well as the rise of nationalism … These two developments also characterized war during their time period … Thus, the 1500–1648 involved conflicts over the role of religion in society and for the individual … 1750–1871 had wars caused by the drive for national unity and rights.” (*Explains reasons for a specific similarity and a specific difference between the periods with reference to major historical developments.*)

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Question 2 (continued)

C. Argument Development: Using Evidence (2 points)

a) Using Evidence — Examples (1 point)

Responses can earn 1 point by *addressing* the topic of the question by referring to at least TWO specific examples or pieces of relevant evidence (1 point). Essays can earn this point without having a stated thesis or a relevant argument.

Examples of specific evidence that could be used to address the topic of the question:

- Conscription and citizen armies
- Levée en masse
- Nationalism
- Thirty Years' War/Peace of Westphalia
- Industrialization
- Colonialism and colonial wars
- Professionalization
- Various types of weapons and tactics (appropriate to period)
- Meritocracy
- Napoleon
- Frederick the Great
- Clausewitz
- *Realpolitik* — Bismarck and Cavour
- Mercenaries
- Peace of Augsburg
- Various wars and battles (appropriate to period)

b) Using Evidence — Effective Substantiation (1 point)

Responses earn a separate point by utilizing specific examples of evidence to *fully and effectively substantiate a thesis or relevant argument* addressing a similarity and a difference in the ways in which European states waged war in the period 1500–1648 and in the period 1750–1871 (1 point). Fully and effectively substantiating the thesis goes beyond merely providing many examples. This point is earned by clearly and consistently linking significant evidence to the argument and showing how the evidence demonstrates similarity and difference in the ways in which European states waged war.

Examples of evidence that could be utilized to substantiate an argument:

- “Another aspect to war that was similar was the introductions of the newest technologies. In 1500–1648, firearms just began to become prevalent and were employed. Similarly, in 1750–1871, technology such as artillery and modern rifles were used in order to gain an advantage over the opposing side....In 1500–1648, wars mostly dealt with religion. In the Thirty Years' War, it centered

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Question 2 (continued)

on Protestants vs. Catholics. The Church and the Holy Roman Empire held vast influence and wanted to stop their ideological opponents... This is much different from wars in 1750–1871. The balance of power played a huge role in the breakout of war. Many of the coalitions against Napoleon formed in order to prevent France from dominating the continent." (*Uses specific examples to support and substantiate an argument related to a similarity and a difference between the periods.*)

- "The way that European nations waged war in the periods circa 1500–1648 and 1750–1871 was similar because they often battled over colonies. For example, from 1618–1648, France and England fought for colonies in North America. They both believed in the economic theory of mercantilism and desired as much land in the New World as possible ... In the late 1700s, Britain waged war with the United States of America, because it wanted freedom from British rule. The American Revolutionary War resulted in Britain losing its North American colonies, like France did after the Seven Years War ... Between 1500–1648 armies were small. For example, the Battle of Lützen fought between Swedes and Catholic alliance forces involved less than 50,000 men altogether. However, between 1750–1871, war became huge. Napoleonic France mobilized more than 3 million men, and battles such as Leipzig involved near to a million soldiers. Also, technology changed rapidly between the two time periods. While the former used smaller, clumsier ships, the latter developed gigantic battleship and later, steamboats and steel ships for service ... The first time period lacked efficient means of communication, while the second developed telegrams and a successful mailing system, as was shown in the Crimean War." (*Uses specific examples to support and substantiate an argument related to a similarity and differences between the periods.*)

D. Synthesis (1 point)

Responses earn 1 point for synthesis by extending their argument in one of three possible ways, by explaining the connection between the argument and either a development in a different historical period or geographical area, a course theme and/or approach that is not the focus of the essay, or a different discipline.

Example of acceptable synthesis by appropriately connecting the argument to a development in a different historical period, situation, era, or geographic area:

- "In North America, the time periods between 1500–1648 and 1750–1871 also exhibited some significant differences and similarities. Wars in 1500–1648 were mainly fought between neighboring native tribes over land and resources and then later between colonists and natives. In 1750–1871, wars became global as the American Revolution produced intense fighting between colonists and the British. The War of 1812 exhibited a global component as resentment over British policies and French holdings in Louisiana led the Americans to conflict." (*Extends the argument regarding differences between the two periods to an additional geographic region — North America.*)

Example of unacceptable synthesis attempting to connect the argument to a development in a different historical period, situation, era, or geographic area:

- "The reign of Napoleon was very similar to that of Hitler. Both men had huge egos and were completely focused on power and conquest. Both men tried to invade Russia in the works and both failed. All they cared about was power. They wanted to be #1." (*Though similarities are noted across the period in question to one outside it, the discussion does not extend the argument of the essay.*)

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Question 2 (continued)

Example of synthesis by connecting the argument to a different course theme or approach to history:

- “Just as religion motivated war in the period 1500–1648 while economics prompted it in later years, family life in the 1500s was centered more around the Church, as exemplified by the Lutheran ideal of women as spirited helpmates. In the 19th century, the family became focused more on industrialization and the earning of wages.” (*Extends argument regarding change from religious to political motives for warfare to similar principles organizing family life in the periods.*)

Example of unacceptable synthesis attempting to connect the argument to a different course theme or approach to history:

- “Politically, during 1500 to 1648 and 1750 to 1871 there were many monarchies. But by the start of the 1800s, people began agitating for a newer, freer government. Though mercantilism was used in the 1500–1648 period, by the middle of the 1750–1871 period European states began to prefer classical economics and laissez faire.” (*Adds additional category of economics, but the discussion does not extend the argument, only refers to trends.*)

Example of synthesis by connecting the argument to a different discipline or field of inquiry:

- Responses can extend their argument by appropriately connecting their argument to a different discipline, such as psychology or sociology, to extend a comparison of warfare in the two periods.

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Mandatory 1	Circle one 2 or 3
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2A

1 of 3

A recurring presence over the course of European history is that of war. Both the periods from 1500 to 1648 and 1750 to 1871 were marked by a number of major conflicts, but these wars were fought in different ways for different reasons. The development of nation-states as well as ~~new territories~~ colonies shifted the way that battles were waged. However, the overall goal of influence on a foreign territory remained the same. Thus, wars in these periods changed in their ~~named~~ causes but maintained similar objectives.

While wars from 1500 to 1648 were usually fought on smaller scales for primarily religious reasons, wars from 1750 to 1871 were waged between large nation-states on global stages for largely political motivations. The period from 1500 to 1648 saw the wars of religion that resulted from the rise of protestant sects such as Lutheranism and Calvinism. Religious groups often battled one another for control, such as in the ~~French Revolution~~ Thirty Year's War, which was a battle of Calvinists against Catholics. Many different countries became involved in this conflict, drawn in due to their various religious ties. Another example of a war during this time period was King Philip II's attack

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Mandatory 1	Circle one 2 or 3
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2A

2 of 3

on Queen Elizabeth of England, a country that he wanted to make Catholic. The Spanish Armada was sunk due to bad luck and poor technology. In contrast, the wars from 1500 to 1871 were typically waged for purely political or economic reasons. They often reached a global scale, such as the Seven Year's War between France and England that was waged both in Europe and the Americas. This conflict was pursued due to a desire to take the other country's colonies and thus reap the economic gains. Religious differences were much less important. The French Wars of Expansion under Napoleon Bonaparte in the early 1800s were similarly nonreligious. ~~Instead~~ Instead, it was largely nationalist feelings that drove the French to invade Russia. As demonstrated, wars from ~~1500~~ 1750 to 1871 were much less religiously motivated than wars from 1500 to 1848.

Overall, however, the central objective of war, influence over another territory, changed little between these periods. During the Thirty Year's War, Catholic France even fought on the side of the Protestants because Cardinal Richelieu wanted to gain French influence in Eastern Europe. Additionally, while Philip II may have justified his ~~invasion~~ attempted invasion of England as a religious

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Mandatory	Circle one
1	2 or 3

2A

3 of 3

act, it was still a grab for territory and a push for expansion. Accordingly, the central objective of these earlier wars was no different to the Seven Year's War, when France and England battled over territorial boundaries in the New World.

Similarly, the Napoleonic Wars in Europe were at their core simple pushes to acquire more land and influence, to empire-build, in essence. Therefore, the primary objectives of war stayed the same across these two periods.

The wars from 1500 to 1648 versus those from 1750 to 1871 were much more religiously motivated, but their central objectives of territorial gain or influence remained constant. This combination of flux and constancy can be seen in the world wars, which were fought for largely nationalist and ethnocultural ideas but still maintained the simple objective of conquering lands, at least among the aggressors. This pattern of war suggests the merits of the old adage, "the more things change, the more they stay the same."

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Mandatory 1	Circle one ② or 3
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2B

10f2

In both the 1500-1600s and the late 1700s to 1800s, European states waged war with alliances, certain nations going to two or more "sides" of the conflict, whether it be for ideological, or purely political, reasons. One key difference between war in the two eras, however, is that in the 16th and 17th centuries, many wars were based on religion, but wars in the 18th and 19th centuries were caused by political or strategical motivations only. The existence of alliances in wars has existed throughout history, the reasons for their existence varying as time passes. In the 1500s & 1600s, one major conflict was the 30 Years' War, lasting from 1618 to 1648, and serving as the very last war of religion in Europe. In this war, very clear sides emerged: the Catholics of Spain and the Holy Roman Empire, and the Protestants of England and many other small states. The existence of a Protestant alliance had already been foreshadowed with the Schmalkaldic League in Germany, resulting in a war. In the period between 1750 and 1871, a major conflict had been the Napoleonic wars. Two sides had emerged in this war, as well, with several "coalitions" or alliances between all of the other nations of Europe against Napoleon's French Empire. Though created for very different reasons, alliances and agreements were present between states in both eras. Between 1500 and 1648, many small and large-scale wars were waged, and most of them were started by religious conflicts brought on by the recent Protestant Reformation. The Piet of Worms, the formation of Lutheran and Calvinist churches, and the Ingribitian and counter-refutation,

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2B 2 of 1

all contributed to the rising tensions between Protestant and Catholic, and caused wars of religion in France, the Netherlands, and eventually all of Europe. While these conflicts had little to do with strategy, the Napoleonic wars in the early 19th century were entirely based on political motives. Napoleon wanted to expand France's territory, not for some religious or dogmatic purpose, but so that he could gain more political power. The coalitions formed against him, not ~~so~~ because of a difference in ideology, but ~~so~~ so that the balance of power in Europe would be kept. Machiavelli's ideas of politics based on personal interest could best be seen during this time, when negotiations like the Treaty of Tilsit persuaded leaders to switch sides, or pursue a different goal. This key difference between two eras defines their underlying ideas and processes, perhaps more than the writings of their time,

Circle the question number that you are answering on this page.

2C

1 of 2

Mandatory	Circle one
1	2 or 3

During the course of history, Europe has seen many wars. Sometimes they were similar, some times not. For example, there were distinct differences and similarities between 1500-1648 and 1750-1871. They were similar because for both, most fighting was all about the balance of European power. They were different because they started to be less about religion, and more about nationalistic interest.

The European balance of power can be seen throughout history, whether attempting to become the most powerful, or stopping another from doing so. For example, the battle of Spanish Succession was an attempt to stop the booming colonizing Spain from being joined with the Habsburg empire, which the result of would've dominated all of Europe. Another example was WWII, which turned from peaceful conquering to bloodshed when the Nazis party started conquering too much of the continent. This theme can be seen constantly, even back to feudal times.

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The difference in European War was the immediate motive. In the 30 years war, after Luther's work in the 1500s, the fighting was all about religious freedom vs domination. In later times, such as WWI, the fighting was set off by a nationalistic cause, such as the assassination of Franz Ferdinand, Austrian heir, by a Serbian vigilante. The change was about what you were loyal to, and gradually changed from church to state, with the decline of the Roman Empire and the power of Rome itself.

In conclusion, a difference between early and late European wars was loyalty. Early on it was to the Church, later to the state or homeland. But however, one similarity, ulterior and universal, was the shifting and balancing of power in Europe. The differences equally, are just like some the philosophical movements: the rational, law-full, enlightened religion giving way to the emotional, patriotic, romantic ideals of nationalism.

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Long Essay Question 2

Overview

Long Essay Question 2 asked students to describe and explain a significant similarity and a significant difference between the ways European states waged war in two periods: 1500–1648 and 1750–1871. Students were required to write an essay that contains a historically defensible thesis that makes a persuasive argument about how the motives and methods toward warfare were similar and different in these two periods, using specific examples of relevant evidence to substantiate the argument. The essay was also expected to extend the argument (synthesis) by connecting to related developments in other regions or time periods, course themes, or disciplines. The targeted skill for this question is comparison, and responses must address both similarity and difference to earn all points. As with all long essay questions, this question also assessed the skills of argumentation and use of evidence. Additionally, this question targeted students' understanding of events in Period 1 (1450–1648), Period 2 (1648–1815), and Period 3 (1815–1914).

Sample: 2A

Score: 6

The Thesis point was earned by noting the similarity in the two periods of “influence on a foreign territory” and the difference in the development of nation-states and colonies. The response earned the first Argument Development point by describing the smaller-scale religious wars yielding to the global political motives of unified nation-states, as well as the similar motive of influencing foreign territory. Further, the second Argument Development point was earned with the explanation of the development of the Protestant Reformation and the development of nationalism for the later period. The first point for Use of Evidence was earned because the response provides extensive examples (Thirty Years’ War, Spanish Armada, Seven Years’ War, Napoleon, Richelieu, etc.). It earned the second Argument Development point by employing them to advance the argument regarding differences in motivation (religion vs. political/economic concerns) and similarities (pursuit of territory). Though the connections between the evidence and argument might be more explicit in some instances, the response clearly provides sufficient analysis to have earned both evidence points. Finally, the Synthesis point is earned by connecting the argument regarding conquering lands to the world wars of the twentieth century, with the emphasis on nationalist and “ethnocultural ideas.”

Thesis: 1

Argument Development: 2

Evidence: 2

Synthesis: 1

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Long Essay Question 2 (continued)

Sample: 2B

Score: 4

The response earned the Thesis point for noting a relevant similarity (dependence on alliances) and difference (religious vs. political motivations). One point was earned for Argument Development for describing the role of alliances and the shift away from religious motivations; however, the second Argument Development point was not earned as these are not explained fully and consistently. The first Use of Evidence point was earned through mention of multiple pieces of evidence, such as Schmalkaldic League, Napoleonic wars, Thirty Years' War, etc. Further, the second Use of Evidence point was earned, as these examples are employed to substantiate the argument that establishes a significant similarity across the periods in the conduct of war (alliances and coalitions) and a significant difference (religion vs. political motives). No point was earned for Synthesis, as the mentions of Machiavelli and the Treaty of Tilsit do not adequately link to or extend the argument.

Thesis: 1

Argument Development: 1

Evidence: 2

Synthesis: 0

Sample: 2C

Score: 2

The response earned the Thesis point for an acceptable statement indicating a similarity (balance-of-power politics) and a difference (shift from religious to nationalist motivation). In addition, the response earned the first point for Argument Development by describing the balance of power and the shift to nationalism. However, the second Argument Development point was not earned as the response does not fully explain and advance the reasons for the similarity and difference. Neither point for Use of Evidence was earned; though examples are provided, they are not appropriate to the two periods specified by the prompt. Finally, no Synthesis point was earned; though the conclusion provides an interesting attempted connection to philosophy, it is not clearly linked to the argument and phrases such as “rational, law-full, enlightened religion” seem contradictory and are not developed.

Thesis: 1

Argument Development: 1

Evidence: 0

Synthesis: 0