# AP<sup>®</sup> EUROPEAN HISTORY 2006 SCORING GUIDELINES (Form B)

## **Question 1—Document-Based Question**

Analyze the ways in which national and cultural identity in Alsace-Lorraine were perceived and promoted during the period from 1870 to 1919.

#### BASIC CORE: 1 point each to a total of 6 points

1. Provides an appropriate, explicitly stated, thesis that directly addresses all parts of the question. Thesis may not simply restate the question.

The thesis must suggest a minimal level of analysis or context (drawn from the documents). It need <u>not</u> appear in the first paragraph.

- 2. Discusses a majority of the documents individually and specifically. The student must use at least seven documents—even if used incorrectly—by reference to anything in the box. Documents cannot be referenced together in order to get credit for this point (e.g., "Documents 1, 4, and 6 suggest . . . "). Documents need not be cited by number or by name.
- 3. Demonstrates understanding of the basic meaning of a majority of the documents (may misinterpret no more than one).

A student may not significantly misinterpret more than one document. A major misinterpretation is an incorrect analysis or one that leads to an inaccurate grouping or a false conclusion.

4. Supports the thesis with appropriate interpretations of a majority of the documents.

The student must use at least seven documents, and the documents used in the body of the essay <u>must provide support for the thesis</u>. A student cannot earn this point if no credit was awarded for point 1 (appropriate thesis).

#### 5. Analyzes point of view or bias in at least three documents.

The student must make a reasonable effort to explain  $\underline{why}$  a particular source expresses the stated view by

- Relating authorial point of view to author's place in society (motive, position, status, etc.), OR
- Evaluating the reliability of the source, OR
- Recognizing that different kinds of documents serve different purposes, OR
- Analyzing the tone of the documents; must be well developed.

**Note:** Attribution alone is <u>not</u> sufficient to earn credit for point of view.

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# **Question 1 (continued)**

# 6. Analyzes documents by explicitly organizing them in at least three appropriate groups.

A group must contain at least two documents that are used correctly. Groupings and corresponding documents (not inclusive) *may* include the following:

Politicians	1, 3, 5, 7, 8
Published	2, 3, 4, 8, 9, 10, 11, 12
Germans	1, 3, 4, 6, 8, 9, 10
Official documents	2, 3, 6
Chronological groupings	
Speeches:	2, 5, 7
Alsatians	2, 5, 7, 11, 12
Memoirs/autobiographies	11, 12

#### EXPANDED CORE: 0-3 points to a total of 9 points

Expands beyond the basic core of 1–6. The basic score of 6 must be achieved before a student can earn expanded core points.

#### Examples:

- Has a clear, analytical, and comprehensive thesis.
- Uses all or almost all of the documents (11–12 documents).
- Uses the documents persuasively as evidence.
- Shows understanding of nuances of the documents.
- Analyzes point of view or bias in at least four documents cited in the essay.
- Analyzes the documents in additional ways/additional groupings or other.
- Brings in relevant "outside" information.

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Part A A

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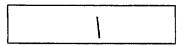
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The territories of Alsace-Lorraine have been a cause for much heartache between the Germans and the French Since the time of the Holy Roman Empire until the Ireatu of Versailles, Alsore-Lorraine has been in a dame of tud of war. Bismarck Germany with while attempted to Unify he recieved Alsace-Lorraine into the Franco-Phissian war new German Empire. The ways in which the national and cultural identity of those living within Alsace - Lorraine Alsations during the rently by the Germans and usea Garman Unification to the end of WWI period of th prove which country Alscice-Lonraine hillnard mill before

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People of Alsace-Lorraine went through a tumultous period concerning their national and cultural identity from 1870 to 1919. As the Alsace-Lorraine was originally territories of France from since 17th century, a large proportion of Alsace-Lorraine firmly trusted themselves as faithful Frenchmen both in mind and heart. However, after the Franco - Prussian War in 1871, Alsace Lorraine was ceded to Prussia, despite much agitated detests from the people of Alsace-Lorraine's as shown in document 2, the representatives from Alsace -Lorraine strongly opposed to the cession, page largely because their national and cultural identity was almost wholly employed to France.

The older generation of in the Alsace - Lorraine was strongly attached to the French identity, also shown in documents 5, 7 and 11, and The Germans also acknowledged this, and as shown in documents 4, 8 and 9, many Greeman politicians and scholars expressed concerns of Alsace - Lorraine remaining and persisting with their French identity. Some, like Heinrich Class in document 8 asserted that Oterman culture and language should be imposed upon Alsace - Lorraine by force. On the other hand, while the older generation of Alsace - Lorraine, Who devoted themselves to their French



Identity, had largely influenced the "Islentifue" self-identification of the younger generation, Bothe by the end of 19th century Grerman culture had seeped through to Alsace -Lorraine, mostly readily assimilated by the younger generation. As in documents 11 and 12, younger people of Alsace-Lorraine had started to identify themselves as Germans; Grerman language had been used in more than two-thirds of the communities (atthough Germi Prussia forced people of Alsace-Lorraine to use German language, as in document 10.) French and German identity in Alsace-Lorraine made conflicting existence from 1810 to 1919. though the Greeman national and cultural identity was forcefully Imposed upon the people of Alsace - Lorraine, most of the population can be said to have remained to identify themselves as Frenchmen, leaving out exceptions some younger people who, through continual assimilation and education (forced), had come to be

rather proud of being Germans (document 12)

# AP<sup>®</sup> EUROPEAN HISTORY 2006 SCORING COMMENTARY (Form B)

## **Question 1**

#### Sample: 1A Score: 8

This essay covers all categories of the core required by the scoring guidelines. Three groups are identified: Germans, Alsatians, and those affected by German integration. There are three clear examples of point of view. The student goes further with pertinent outside information, showing change over time and contradictory view points. All core points were earned along with 2 extended core points for outside information and change-over-time analysis.

#### Sample: 1B Score: 5

There is a good thesis in this essay supported by the use of all 12 of the documents with no errors. The student has identified four distinct groups. Unfortunately, this essay has no reference to point of view. The core points earned were 1, 2, 3, 4, and 6.

## Sample: 1C Score: 2

This essay has a weak thesis; it refers only to the views of Alsatians. The student attempts to use 10 documents but only refers to 3 individually (others are clumped together by number); thus, the essay loses points 2, 3, and 4. There are no point-of-view references, and the document groupings are rather weak: older, younger, and German. The essay earned only core points 1 and 6.