

1. Evaluate whether the First World War was primarily caused by popular nationalism or by the decisions of government leaders.

In your response you should do the following:

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using at least four documents.
- Use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
- For at least two documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Demonstrate a complex understanding of a historical development related to the prompt through sophisticated argumentation and/or effective use of evidence.

### **Document 1**

Source: Constitution of the Black Hand, a secret organization devoted to liberating Serbs living under Austro-Hungarian rule, Belgrade, Serbia, 1911

“Article 4. In order to carry into effect its task, the organization will do the following things:

(1) The Black Hand will exercise its influence over all the government institutions in Serbia and also over all the levels of the State and over the entire social life in it....

(3) Beyond the frontiers, it will fight with all means against all enemies of this idea.

(4) It will maintain friendly relations with all the States, nations, organizations, and individual persons who sympathize with Serbia and the Serbian people.

(5) It will give every assistance to those nations and organizations who are fighting for their own national liberation and unification.”



**Document 2**

Source: Henri Massis and Alfred de Tarde, “The Young People of Today,” article in a Paris newspaper based on an opinion poll conducted among male students in elite educational institutions, 1912

“Consider something even more significant. The most cultivated elite young people declare that they find warfare an aesthetic ideal of energy and strength. They believe that ‘France needs heroism in order to live.’ How many times in the last two years have we heard: ‘Better war than this eternal waiting!’ There is no bitterness in this, but rather a secret hope.

War! The word has taken on a sudden glamor. It is a youthful word, wholly new, adorned with that seduction which the eternal aggressive instinct has revived in the hearts of men. These young men imagine war to have all the beauty with which they are in love and of which they have been deprived by ordinary life. Above all, war in their eyes, is the occasion for the most noble of human virtues.... For such men, fired by patriotic faith and the cult of military virtues, only the occasion for heroism is lacking.”

**Document 3**

Source: Jules Cambon, French Ambassador to Germany, report to the French Minister for Foreign Affairs, on a new German military spending bill, March 1913

“The debate about the financial means by which Germany intends to pay for these new military measures is the sole cause of the government’s delay in proposing the measures to the legislature. In spite of the patriotism with which the rich classes pretend to accept the sacrifices asked of them, they are none the less dissatisfied with the financial measures which have been announced, and they feel that a new tax imposed in times of peace creates a dangerous precedent for the future.

[As a result of these concerns], the Imperial German government is constantly rousing patriotic sentiment. Every day Kaiser Wilhelm delights to revive memories of 1813.<sup>1</sup> Yesterday evening a military parade went through the streets of Berlin, and speeches were delivered in which the present situation was compared to that of a hundred years ago. The trend of public opinion will find an echo in the speeches which will be delivered next month in the Reichstag,<sup>2</sup> and I fear that the German Chancellor himself will be forced to allude in his statements to the relations of France and Germany.”

1: a reference to the expulsion of French armies from Germany by Prussia and its allies during the Napoleonic Wars

2: German legislature



**Document 4**

Source: Leopold Berchtold, Austro-Hungarian Minister for Foreign Affairs, letter of instruction to the Austrian ambassador to Serbia, July 22, 1914

“Your Excellency will present the following note to the Royal Government [of Serbia] tomorrow afternoon:

The history of the past few years, and particularly the painful events of the 28th of June,<sup>1</sup> have proved the existence of a subversive movement in Serbia, whose object is to separate certain portions of territory from the Austro-Hungarian Monarchy. This movement, which came into being under the very eyes of the Serbian Government, subsequently found expression outside of the territory of the Kingdom in acts of terrorism, in a number of attempts at assassination, and in murders.

It is clear from the statements and confessions of the perpetrators of the assassination on the 28th of June, that the murder at Sarajevo was conceived at Belgrade, that the murderers received the weapons and the bombs with which they were equipped by Serbian officers and officials who belonged to a Serbian nationalist organization, and, finally, that the dispatch of the criminals and of their weapons to Bosnia was arranged and effected under the conduct of Serbian frontier authorities.”

1: a reference to the assassination of Austrian Archduke Franz Ferdinand in Sarajevo

**Document 5**

Source: Telegrams between Tsar Nicholas II of Russia and Kaiser Wilhelm II of Germany, 1914. The two rulers were cousins and grandchildren of Great Britain’s Queen Victoria.

Nicholas to Wilhelm, July 31, 1914

“I thank you heartily for your mediation which begins to give one hope that all may yet end peacefully. It is technically impossible to stop our military preparations which were obligatory owing to Austria’s mobilization of its armies. We are far from wishing war. As long as our negotiations with Austria on Serbia’s account are taking place my troops shall not make any provocative action. I give you my solemn word for this. I put all my trust in God’s mercy and hope in your successful mediation in Vienna for the welfare of our countries and for the peace of Europe.

Your affectionate Nicky”

Wilhelm to Nicholas, August 1, 1914

“Thanks for your telegram. I yesterday pointed out to your government the only way by which war may be avoided. Although I requested an answer at noon today, no telegram from my ambassador conveying an answer from your Government has reached me as yet. I therefore have been obliged to mobilize my army.

Immediate, affirmative, clear, and unmistakable answer from your government is the only way to avoid endless misery. Until I have received this answer alas, I am unable to discuss the subject of your telegram. As a matter of fact, I must request you to immediately order your troops on no account to commit the slightest act of trespassing over our frontiers.

Willy”



### Document 6

Source: Jacques Moreau, professional photographer, women seeing off soldiers going to the front, Paris, August 1914



Archives Larousse, Paris, France/Bridgeman Images

*Moreau took this picture just before he was called up for duty.*

### Document 7

Source: Rosa Luxemburg, German revolutionary socialist, pamphlet written from prison, 1915

“The scene has changed fundamentally. The six weeks’ march to Paris [promised by the German high command in 1914] has grown into a world drama. Mass slaughter has become the tiresome and monotonous business of the day and the end is no closer.

Gone is the euphoria. Gone the patriotic noise in the streets. Gone the swaying crowds in the coffee shops with ear-deafening patriotic songs surging ever higher. Gone the transformation of whole city neighborhoods into mobs ready to denounce [suspected foreign spies], to shout hurrah and to induce delirium in themselves by means of wild rumors.

The spectacle is over. The trains full of troops are no longer accompanied by women fainting from pure happiness. The soldiers no longer greet the people from the windows of the trains with joyous smiles. Carrying their packs, they quietly trot along the streets where the public goes about its daily business with unhappy faces.”



**Answer Question 2 or Question 3 or Question 4.**

In your response you should do the following:

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
  - Describe a broader historical context relevant to the prompt.
  - Support an argument in response to the prompt using at least two pieces of specific and relevant evidence.
  - Use historical reasoning (e.g., comparison, causation, continuity or change over time) to frame or structure an argument that addresses the prompt.
  - Demonstrate a complex understanding of a historical development related to the prompt through sophisticated argumentation and/or effective use of evidence.
- 

2. Evaluate the most significant difference between the colonization efforts of the Iberian powers (Spain and/or Portugal) and the colonization efforts of the Atlantic powers (Britain, France, and/or the Netherlands) in the period 1450 to 1700.

---

3. Evaluate the most significant difference between the Scientific Revolution and the Enlightenment.

---

4. Evaluate the most significant difference between the status of women in the period 1815 to 1914 and the status of women in the period after 1914.

**STOP**  
**END OF EXAM**



## Question 1: Document-Based Question, Causes of the First World War

7 points

### General Scoring Notes

- Except where otherwise noted, each point of these rubrics is earned independently; for example, a student could earn a point for evidence without earning a point for thesis/claim.
- **Accuracy:** The components of these rubrics require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity:** Exam essays should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.

Evaluate whether the First World War was primarily caused by popular nationalism or by the decisions of government leaders.



| Reporting Category  | Scoring Criteria   |  |
|---|--|--|
| <b>Row B</b><br><b>Contextualization</b><br><br><b>(0–1 points)</b> | <b>0 points</b><br>Does not meet the criteria for one point.   | <b>1 point</b><br>Describes a broader historical context relevant to the prompt.   |
|   | <b>Decision Rules and Scoring Notes</b>  |  |
|   | <b>Responses that do not earn this point:</b> <ul style="list-style-type: none"> <li>Provide an overgeneralized statement about the time period referenced in the prompt.</li> <li>Provide context that is not relevant to the prompt.</li> <li>Provide a passing phrase or reference.</li> </ul><br><b>Examples that do not earn this point:</b><br><br><b>Do not provide context relevant to the topic of the prompt</b> <ul style="list-style-type: none"> <li><i>“Industrialization in Europe caused a lot of social problems.”</i></li> </ul><br><b>Provide an overgeneralized statement</b> <ul style="list-style-type: none"> <li><i>“Nations have always competed for territory and prestige.”</i></li> </ul><br><b>Provide a passing phrase or reference</b> <ul style="list-style-type: none"> <li><i>“Europe was in an arms race.”</i></li> </ul> | <b>Responses that earn this point:</b> <ul style="list-style-type: none"> <li>Accurately describe a context relevant to the causes of the First World War.</li> </ul><br><b>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</b> <ul style="list-style-type: none"> <li>German unification altering the balance of power in Europe</li> <li>The growing arms race</li> <li>Colonial competition</li> <li>Alliance systems</li> <li>The multiethnic nature of the European empires</li> <li>Austria’s annexation of Bosnia in 1908</li> <li>The Balkan Wars</li> <li>The Second Industrial Revolution</li> <li>The Franco-Prussian War and German annexation of Alsace-Lorraine</li> <li>The growth of nationalism in the 1800s</li> <li>The Dreyfus Affair</li> <li>Napoleon and Congress of Vienna</li> <li>Revolutions of 1848</li> </ul><br><b>Examples of acceptable contextualization:</b> <ul style="list-style-type: none"> <li><i>“In the late 1800s and early 1900s, European powers were locked into a series of alliances designed to protect themselves and advance their interests.”</i></li> <li><i>“Before 1914, the major powers were competing for overseas colonies in Africa and Asia.”</i> [Minimally acceptable contextualization]</li> </ul> |
|   | <b>Additional Notes:</b> <ul style="list-style-type: none"> <li>The response must describe broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question that are relevant to the topic of the prompt.</li> <li>To earn this point, the context provided must be more than a phrase or reference.</li> </ul>   |  |



| Reporting Category                             | Scoring Criteria   |  |  |
|--|--|--|--|
| <b>Row C</b><br><b>Evidence from Documents</b> | <b>0 points</b><br>Does not meet the criteria for one point.   | <b>1 point</b><br>Uses the content of at least <b>three</b> documents to address the <b>topic</b> of the prompt.   | <b>2 points</b><br>Supports an <b>argument</b> in response to the prompt using at least <b>four</b> documents.   |
| <b>(0–2 points)</b>                            | <b>Decision Rules and Scoring Notes</b>  |  |  |
|  | <b>Responses that do not earn points:</b> <ul style="list-style-type: none"> <li>• Use evidence from less than three of the documents</li> <li>• Misinterpret the content of the document</li> <li>• Quote the content of the documents without providing an accompanying description</li> <li>• Address documents collectively rather than considering separately the content of each document</li> </ul> | <b>Responses that earn 1 point:</b> <ul style="list-style-type: none"> <li>• Accurately describe—rather than simply quote—the content from at least three of the documents to address whether the First World War was primarily caused by nationalism or by the decisions of government leaders.</li> </ul> <b>Examples of describing the content of a document:</b><br><b>Describe evidence from the documents relevant to the topic but do not use that evidence to support an argument</b> <ul style="list-style-type: none"> <li>• [Document 2]: “French authors describe young people wanting to be heroes in the war.”</li> <li>• [Document 7]: “Luxemburg wrote that in 1915 people were no longer excited for the war.”</li> </ul> | <b>Responses that earn 2 points:</b> <ul style="list-style-type: none"> <li>• Support an argument in response to the prompt by accurately using the content of at least four documents.</li> </ul> <b>Examples of supporting an argument using the content of a document:</b> <ul style="list-style-type: none"> <li>• [Document 4]: “The decision of the Austro-Hungarian government to formally blame Serbia for the Sarajevo assassination led to the outbreak of the devastating war.” [Uses evidence from the document to support an argument about the central role of government leaders in the First World War]</li> <li>• [Document 1]: “Separatist actions of nationalist, grassroots organizations such as the Black Hand, who aimed to infiltrate all layers of Serbian state and society, led to World War I.” [Uses evidence from the document to support an argument about the role of nationalism in the outbreak of the First World War]</li> </ul> |
|  | <b>Additional Notes:</b> <ul style="list-style-type: none"> <li>• To earn two points, the four documents do not have to be used in support of a single argument—they can be used across sub-arguments or to address counterarguments.</li> </ul>   |  |  |



|  |   |  |
|--|---|--|
| <b>Row C<br/>Evidence<br/>Beyond<br/>Documents</b>   | <b>0 points</b><br>Does not meet the criteria for one point.  | <b>1 point</b><br>Uses at least one additional piece of specific historical evidence [beyond that found in the documents] relevant to an argument in response to the prompt.   |
| <b>Decision Rules and Scoring Notes</b>  |   |  |
| <b>(0–1 points)</b>  | <b>Responses that do not earn this point:</b> <ul style="list-style-type: none"> <li>• Provide evidence that is not relevant to an argument about the prompt.</li> <li>• Provide evidence that is outside the time period or region specified in the prompt.</li> <li>• Repeat information that is specified in the prompt or in any of the documents.</li> <li>• Provide a passing phrase or reference.</li> </ul> | <b>Responses that earn this point:</b> <ul style="list-style-type: none"> <li>• Must use at least one specific piece of historical evidence relevant to whether the First World War was primarily caused by nationalism or by the decisions of government leaders.</li> </ul> <p><b>Examples of specific and relevant evidence beyond the documents that earn this point include the following, if appropriate elaboration is provided:</b></p> <ul style="list-style-type: none"> <li>• The inflexibility of mobilization and war plans</li> <li>• Gavrilo Princip and his assassination of the Austrian Archduke Franz Ferdinand</li> <li>• Details of the Austrian ultimatum to Serbia and declaration of war on Serbia</li> <li>• The Russian role in protecting Serbia due to pan-Slavism</li> <li>• The German invasion of Belgium</li> <li>• Details of the European alliance system [e.g., the Triple Alliance, Triple Entente]</li> <li>• The naval arms race of the late 19th and early 20th centuries</li> <li>• Specific war goals of various European powers [e.g., France seeking the return of Alsace-Lorraine from Germany, German expansionism, etc.]</li> <li>• Socialist refusal to support the war effort in many countries</li> <li>• Socialists voting to support the war effort in some countries</li> <li>• Wartime and prewar propaganda</li> </ul> <p><b>Examples of evidence beyond the documents relevant to an argument about the prompt:</b></p> <ul style="list-style-type: none"> <li>• <i>“French nationalists were looking forward to revenge and taking back lands lost to Germany in the Franco-Prussian war in the 19<sup>th</sup> century.”</i> [Provides a piece of evidence not in the documents relevant to an argument about the prompt]</li> <li>• <i>“The Austrian government declared war on Serbia after the Serbian government did not fully accept the Austrian ultimatum hoping for Russian support.”</i> [Provides a piece of evidence not in the documents relevant to an argument about the prompt]</li> </ul> |
| <b>Additional Notes:</b> <ul style="list-style-type: none"> <li>• Typically, statements credited as evidence will be more specific than statements credited as contextualization.</li> <li>• To earn this point, the evidence provided must be different from the evidence used to earn the point for contextualization.</li> <li>• To earn this point, the evidence provided must be more than a phrase or reference.</li> <li>• The point for evidence beyond the documents may be awarded for evidence that appears in any part of the response.</li> </ul> |   |  |



| Reporting Category                          | Scoring Criteria   |  |
|---|--|--|
| Row D<br>Analysis and Reasoning<br>Sourcing | <b>0 points</b><br>Does not meet the criteria for one point.   | <b>1 point</b><br>For at least <b>two</b> documents, it explains how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument.   |
| (0–1 points)                                | Decision Rules and Scoring Notes   |  |
|   | <p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>Explain sourcing for fewer than two of the documents.</li> <li>Identify the point of view, purpose, historical situation, and/or audience but fail to explain how or why it is relevant to an argument.</li> <li>Summarize the content or argument of the document without explaining the relevance of this summary to the point of view, purpose, historical situation, and/or audience.</li> </ul> <p><b>Examples that do not earn this point:</b></p> <p><b>Identify the point of view, purpose, historical situation, and/or audience, but do not explain how or why it is relevant to an argument</b></p> <ul style="list-style-type: none"> <li><i>“Rosa Luxemburg was a famous feminist and revolutionary.”</i></li> </ul> <p><b>Summarize the content of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience</b></p> <ul style="list-style-type: none"> <li><i>“Wilhelm and Nicholas were writing to each other to explain their positions in terms of their military mobilization efforts.”</i></li> </ul> | <p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>Must explain how or why—rather than simply identifying—the document’s point of view, purpose, historical situation, or audience is relevant to an argument that addresses the prompt for each of the two documents sourced.</li> </ul> <p><b>Example of acceptable explanation of the relevance of the author’s point of view:</b></p> <ul style="list-style-type: none"> <li>[Document 1]: <i>“The members of Black Hand were Serbian nationalists who sought to use the political turmoil in the Balkans to overthrow Austrian rule.”</i> [Connects the point of view of the document relevant to an argument about the role of nationalism]</li> </ul> <p><b>Example of acceptable explanation of the relevance of the author’s purpose:</b></p> <ul style="list-style-type: none"> <li>[Document 4]: <i>“The Austrian government produced the ultimatum to pin the blame for the Archduke’s murder on the government of Serbia and win popular support for military action against Serbia.”</i> [Connects the purpose of the document relevant to an argument about the actions of the government leaders]</li> </ul> <p><b>Example of acceptable explanation of the relevance of the historical situation of a source:</b></p> <ul style="list-style-type: none"> <li>[Document 6]: <i>“The photo was taken right at the beginning of the war when people were genuinely excited for what they thought would be a heroic and patriotic opportunity to defeat the Germans.”</i> [Connects the historical situation of the document relevant to an argument about the role of popular nationalism]</li> </ul> <p><b>Example of acceptable explanation of the relevance of the audience:</b></p> <ul style="list-style-type: none"> <li>[Document 5]: <i>“The telegrams were private correspondence between government leaders, who were also close family attempting to engage in diplomatic negotiations to prevent war.”</i> [Connects the audience of the document relevant to an argument about the role of government leaders]</li> </ul> |



|   |  |  |
|---|--|--|
| <b>Row D</b><br><b>Analysis and Reasoning</b><br><b>Complex Understanding</b>   | <b>0 points</b><br>Does not meet the criteria for one point. | <b>1 point</b><br>Demonstrates a complex understanding of the historical development that is the focus of the prompt through sophisticated argumentation and/or effective use of evidence.   |
| <b>(0–1 points)</b>   | <b>Decision Rules and Scoring Notes</b>                      |  |
|   |  | <p><b>Responses that earn this point:</b></p> <p>May demonstrate a complex understanding through sophisticated argumentation that is relevant to the prompt. This may be done in a variety of ways, such as:</p> <ul style="list-style-type: none"><li>Explaining multiple themes or perspectives to explore complexity or nuance; OR</li><li>Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR</li><li>Explaining both cause and effect, both similarity and difference, or both continuity and change; OR</li><li>Explaining relevant and insightful connections within and across periods or geographical areas. These connections should clearly relate to an argument that responds to the prompt.</li></ul> <p>May demonstrate a complex understanding through effective use of evidence relevant to an argument that addresses the prompt. This may be done in a variety of ways, such as:</p> <ul style="list-style-type: none"><li>Effectively using <b>seven</b> documents to support an argument that responds to the prompt; OR</li><li>Explaining how the point of view, purpose, historical situation, and/or audience of at least <b>four</b> documents supports an argument that responds to the prompt; OR</li><li>Using documents and evidence beyond the documents effectively sophisticated understanding of different perspectives relevant to the prompt.</li></ul> |
|   |  | <p><b>Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided:</b></p> <ul style="list-style-type: none"><li>Arguing that popular nationalism in European countries was not the reason for the outbreak of the war, but the tool used and fueled by the leaders to mobilize their societies for the war effort. [Demonstrates complexity and nuance]</li><li>Arguing that nationalism affected not just the masses of ordinary Europeans but was also a central motivation for the government leaders to enter the war, as in the example of the pan-Slavism of the Russian leaders. [Demonstrates sophisticated understanding]</li><li>Arguing that nationalism was a force that was on the rise long before the First World War and was fueled by several factors, including colonial expansionism, the arms race, and a complex web of alliances, which inevitably led to a global war. [Demonstrates relevant and insightful connections]</li><li>Arguing that while the First World War was primarily caused by popular nationalism, it was also caused to a lesser extent by decisions of government leaders. [Explaining multiple themes or perspectives]</li></ul>  |
| <p><b>Additional Notes:</b></p> <ul style="list-style-type: none"><li>This complex understanding must be part of the argument and may be demonstrated in any part of the response.</li><li>While it is not necessary for this complex understanding to be woven throughout the response, it must be more than merely a phrase or reference.</li><li>To earn a point for complexity by using seven documents in support of an argument, there must be an attempt to use all seven documents to effectively support an argument, but the use of the documents may be unevenly or inconsistently developed, or the document use may be weaker in one or two instances.</li></ul> |  |  |



## Document Summaries

| Document   | Summary of Content   | Explains the relevance of point of view [POV], purpose, situation, and/or audience by elaborating on examples such as:  |
|--|--|---|
| 1. Constitution of the Black Hand, Belgrade, Serbia, 1911  | <ul style="list-style-type: none"> <li>Describes goals and objectives of the secret organization devoted to liberating Serbs living under Austro-Hungarian rule</li> <li>States the goal of achieving control over state power in Serbia</li> </ul>  | <ul style="list-style-type: none"> <li>The audience of the document were the members of the organization and its potential sympathizers. [audience]</li> <li>The constitution was written during the struggle of the Serbian people for independence from Austro-Hungarian rule and after the Balkan Wars liberated several nations from Ottoman rule. [historical situation]</li> </ul>  |
| 2. Henri Massis and Alfred de Tarde, “The Young People of Today,” Paris, 1912                                  | <ul style="list-style-type: none"> <li>Claims that young elite Frenchmen are looking forward to a war</li> <li>Argues that young Frenchmen are attracted to the war due to the idea of heroism and military aesthetics</li> </ul>  | <ul style="list-style-type: none"> <li>The article was written in the atmosphere of impending war as a series of crises dominated the news in the years leading up to World War One. [historical situation]</li> <li>The article was printed in a newspaper and was intended to be read by a wide variety of people in France that the author hoped to convince. [audience]</li> <li>The article was based on a survey, conducted among the students of elite institutions, and was relaying their opinions. [POV]</li> </ul> |
| 3. Jules Cambon, French Ambassador to Germany, report to the French Minister for Foreign Affairs, Berlin, 1913 | <ul style="list-style-type: none"> <li>Claims that the Imperial German government roused patriotic sentiment in Germany</li> <li>Argues that the Kaiser used patriotic sentiment to pass an expensive military spending bill in the legislature</li> </ul>   | <ul style="list-style-type: none"> <li>The report was written for the French Minister for Foreign Affairs and was probably read by other bureaucrats who were concerned about German militarism and the possible threat to France. [audience]</li> <li>The report was written by a French diplomat stationed in Berlin who was describing public opinion in Germany for his superiors back in Paris. [POV]</li> </ul>   |
| 4. Leopold Berchtold, Austro-Hungarian Minister for Foreign Affairs, diplomatic note to Serbia, July 1914      | <ul style="list-style-type: none"> <li>Claims that the Serbian nationalist movement is spreading separatism in Austria-Hungary</li> <li>Argues that the Serbian government is ultimately responsible for the murder of the archduke</li> </ul>   | <ul style="list-style-type: none"> <li>The note was prepared by the Austro-Hungarian Minister for Foreign Affairs to be delivered as an ultimatum to the government of Serbia by Austria-Hungary’s ambassador. [audience]</li> <li>The note was a formal accusation against the Serbian government for its support of the terrorists involved in the assassination of the Archduke. [purpose]</li> </ul>  |
| 5. Telegrams between Kaiser Wilhelm II of Germany and Tsar Nicholas II of Russia, July–August 1914             | <ul style="list-style-type: none"> <li>Nicholas claims that he hopes for peace but argues that he must mobilize the Russian army due to the Austrian mobilization efforts</li> <li>Wilhelm claims he also must mobilize his army and warns Nicholas to stay away from the German border</li> </ul> | <ul style="list-style-type: none"> <li>The telegrams were correspondence between two leaders who attempted to mediate on a more personal, family level to prevent a large war. [POV, purpose]</li> <li>The telegrams were written after Austria-Hungary declared war on Serbia and an expansion of the conflict to involve the great powers was likely imminent. [historical situation]</li> </ul>  |



AP® European History 2025 Scoring Guidelines

|  |  |  |
|--|--|--|
| 6. Jacques Moreau, photo of women seeing off soldiers going to the front, Paris, August 1914 | <ul style="list-style-type: none"> <li>Shows happy soldiers leaving for the front and excited women seeing them off</li> <li>Depicts the public enthusiasm at the beginning of the war in France</li> </ul>  | <ul style="list-style-type: none"> <li>The photo was taken at the very beginning of the war when a lot of people were excited by patriotism. [historical situation]</li> <li>The photographer aimed to capture the popular mood of patriotism and support of the troops at the start of the war. [purpose]</li> </ul>  |
| 7. Rosa Luxemburg, pamphlet written from prison, 1915  | <ul style="list-style-type: none"> <li>Describes the German public euphoria in the beginning of the war</li> <li>Claims that German excitement for the war was gone by 1915 after the failed march on Paris</li> <li>Argues that there is no impending end to the mass slaughter of the war</li> </ul> | <ul style="list-style-type: none"> <li>The author was an antiwar German revolutionary socialist writing from jail in protest of the continuation of the war. [POV]</li> <li>The pamphlet was written in 1915 after the initial excitement for the war was replaced by despair in Germany after the failure to win a quick victory. [historical situation]</li> </ul> |



| Reporting Category         | Scoring Criteria   |  |
|----------------------------|--|--|
| Row B<br>Contextualization | <b>0 points</b><br>Does not meet the criteria for one point.   | <b>1 point</b><br>Describes a broader historical context relevant to the prompt.   |
| (0–1 points)               | Decision Rules and Scoring Notes   |  |
|                            | <p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>• Provide an overgeneralized statement about the time period referenced in the prompt.</li> <li>• Provide context that is not relevant to the prompt.</li> <li>• Provide a passing phrase or reference.</li> </ul> <p><b>Examples that do not earn this point:</b></p> <p><b>Do not provide context relevant to the topic of the prompt</b></p> <ul style="list-style-type: none"> <li>• <i>“The Renaissance was changing European culture.”</i></li> </ul> <p><b>Passing phrase or reference</b></p> <ul style="list-style-type: none"> <li>• <i>“The period 1450 to 1700 is often called the Age of Exploration.”</i></li> </ul> | <p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>• Accurately describe a context relevant to European colonization efforts in the period 1450 to 1700.</li> </ul> <p><b>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</b></p> <ul style="list-style-type: none"> <li>• Information about new maritime and military technology</li> <li>• Voyages of exploration and conquest</li> <li>• The role of religion in overseas expansion</li> <li>• New monarchies and state centralization in early modern Europe</li> <li>• The development of joint-stock companies in France, Britain, and the Netherlands</li> <li>• Mercantilism</li> </ul> <p><b>Example of acceptable contextualization:</b></p> <ul style="list-style-type: none"> <li>• <i>“In the early modern period, advances in shipbuilding technology, navigation, and weaponry gave European countries the unique means to project their power over long distances.”</i></li> <li>• <i>“European monarchs and merchants were interested in increasing their profits from long-distance trade with Asia.”</i> [Minimally acceptable contextualization]</li> </ul> |
|                            | <p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• The response must describe broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question that are relevant to the topic of the prompt.</li> <li>• To earn this point, the context provided must be more than a phrase or reference.</li> </ul>  |  |



| Reporting Category         | Scoring Criteria  |  |
|----------------------------|---|--|
| Row B<br>Contextualization | <b>0 points</b><br>Does not meet the criteria for one point.  | <b>1 point</b><br>Describes a broader historical context relevant to the prompt.   |
| (0–1 points)               | Decision Rules and Scoring Notes  |  |
|                            | <p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>Provide an overgeneralized statement about the time period referenced in the prompt.</li> <li>Provide context that is not relevant to the prompt.</li> <li>Provide a passing phrase or reference.</li> </ul> <p><b>Examples that do not earn this point:</b></p> <p><b>Do not provide context relevant to the topic of the prompt</b></p> <ul style="list-style-type: none"> <li><i>“The French Revolution challenged the political order of Europe.”</i></li> </ul> <p><b>Overgeneralized statement</b></p> <ul style="list-style-type: none"> <li><i>“Both movements led to great intellectual changes in Europe.”</i></li> </ul> | <p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>Accurately describe a context relevant to the Scientific Revolution and/or the Enlightenment.</li> </ul> <p><b>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</b></p> <ul style="list-style-type: none"> <li>The Protestant Reformation and challenges to the intellectual authority of the Catholic Church</li> <li>The Age of Exploration</li> <li>The printing press and the expansion of literacy</li> <li>Renaissance humanism and secularism</li> <li>The rise of absolutism</li> <li>Rediscovery of classical scientific and philosophical works</li> <li>Wars of Religion</li> <li>The English Civil War</li> </ul> <p><b>Example of acceptable contextualization:</b></p> <ul style="list-style-type: none"> <li><i>“The Age of Exploration and the Renaissance allowed Europeans to learn more about the world, creating perfect conditions for the Scientific Revolution and the Enlightenment.”</i></li> <li><i>“The new ideas of science and the Enlightenment were spread by the printing press.”</i><br/>[Minimally acceptable contextualization]</li> </ul> |
|                            | <p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>The response must describe broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question that are relevant to the topic of the prompt.</li> <li>To earn this point, the context provided must be more than a phrase or reference.</li> </ul>   |  |



| Reporting Category             | Scoring Criteria  |  |  |
|--------------------------------|---|--|--|
| Row C Evidence<br>(0–2 points) | <b>0 points</b><br>Does not meet the criteria for one point.  | <b>1 point</b><br>Provides specific examples of at least <b>two</b> pieces of evidence relevant to the <b>topic</b> of the prompt.   | <b>2 points</b><br>Supports an <b>argument</b> in response to the prompt using at least <b>two</b> pieces of specific and relevant evidence.   |
|                                | Decision Rules and Scoring Notes  |  |  |
|                                | <p><b>Responses that do not earn points:</b></p> <ul style="list-style-type: none"> <li>Identify a single piece of evidence.</li> <li>Provide evidence that is not relevant to the topic of the prompt.</li> <li>Provide evidence that is outside the time period or region specified in the prompt.</li> <li>Repeat information that is specified in the prompt.</li> </ul> <p><b>Examples that do not earn points:</b></p> <p><b>Provide evidence that is outside the time period</b></p> <ul style="list-style-type: none"> <li><i>“Inventions such as the telegraph, radio, and electricity revolutionized communication.”</i></li> </ul> | <p><b>Responses that earn 1 point:</b></p> <ul style="list-style-type: none"> <li>Identify at least two specific historical examples relevant to the Scientific Revolution and/or the Enlightenment.</li> </ul> <p><b>Examples of evidence that are specific and relevant include the following (two examples required):</b></p> <ul style="list-style-type: none"> <li>Information about specific scientists and philosophers [e.g., Galileo, Newton, Locke, Voltaire, Adam Smith]</li> <li>Public venues and print media</li> <li>Religious toleration and changing ideas about religion</li> <li>Government support for scientific inquiry [e.g., the Royal Society, the French Academy, and similar institutions]</li> <li>Empiricism in the Scientific Revolution</li> <li>Enlightenment attempts to apply scientific principles to social issues</li> <li>The French Encyclopedia</li> <li>Influence of encounters with different societies overseas on Enlightenment thought</li> <li>Specific rulers [e.g., Louis XIV, Charles II, Catherine the Great, etc.]</li> </ul> <p><b>Example of a statement that earns one point for evidence:</b></p> <ul style="list-style-type: none"> <li><i>“Galileo’s use of the telescope to prove the heliocentric model and Newton’s application of mathematics to describe universal physical laws are both examples of how the Scientific Revolution changed people’s basic picture of the world.”</i></li> </ul> | <p><b>Responses that earn 2 points:</b></p> <ul style="list-style-type: none"> <li>Use at least two specific historical examples to support an argument regarding the most significant difference between the Scientific Revolution and the Enlightenment.</li> </ul> <p><b>Examples that successfully support an argument with evidence:</b></p> <ul style="list-style-type: none"> <li><i>“The publication of the Encyclopedia by Enlightenment philosophers shows the greater popular reach of the movement.”</i> [Uses evidence to support an argument about the more widespread influence of the Enlightenment]</li> <li><i>“The demolition of the traditional, earth-centered view of the universe by Copernicus, Galileo and Kepler would have more lasting repercussions than the works of the Enlightenment.”</i> [Uses evidence to support an argument about the more lasting significance of the Scientific Revolution]</li> <li><i>“The ideas of the Scientific Revolution affected science and technology, but the Enlightenment had political effects such as the French Revolution.”</i> [Uses evidence to support an argument about different aspects of European society that were changed by the two movements]</li> </ul> |
|                                | <p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>Typically, statements credited as evidence will be more specific than statements credited as contextualization.</li> <li>If a response has a multipart argument, then it can meet the threshold of two pieces of evidence by giving one example for one part of the argument and another example for a different part of the argument, but the total number of examples must still be at least two.</li> </ul>   |  |  |