

World War 1 DBQ: SCORING GUIDELINES

Prompt: Identify changes in warfare that occurred during the First World War (1914-1918) and analyze the varying attitudes and responses to these changes.

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 must not simply restate the question.** The thesis must address BOTH changes in warfare and the attitudes and responses though it may do so unevenly. The thesis must suggest a minimal level of analysis drawn with some degree of specificity. The complete thesis must appear in either the introduction OR the conclusion.
- 2. Discusses a majority of the documents individually and specifically.**
The essay must discuss at least seven documents. Even documents used incorrectly will count towards this task. However, documents must be discussed individually, not collectively.
- 3. Demonstrates understanding of the basic meaning of a majority of the documents (may misinterpret no more than one).**
The essay may not significantly misinterpret more than one document and must interpret at least seven correctly. If a student only uses seven documents total and misinterprets one, they do not get this point. A document that is incorrectly grouped would be considered a significant misinterpretation.
- 4. Supports the thesis with appropriate interpretations of a majority of the documents.**
The essay must use at least seven documents correctly, and the documents used in the body of the essay must provide support for the thesis. An essay cannot earn this point if no credit was awarded for point 1 (appropriate thesis). An essay also cannot earn this point if no credit was awarded for point 2 (discusses a majority of the documents).
- 5. Analyzes point of view or bias in at least three documents.**
The essay must make a reasonable effort to explain 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; ORIt is possible for essays to discuss point of view collectively (includes two or three documents in making a single POV analysis), but this counts for only one point of view

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 and individually.
Groupings may include the following (not an exhaustive list of possible acceptable groupings):

Glorified Warfare	1, 6
New Weapons	2, 4, 5, 7, 8, 10, 12
Tanks	2, 7, 8
Gas Warfare	4, 5, 12
Trench Warfare	3, 11
Nationalistic	1, 6
Poets/Artists	1, 3, 9
Generals/Leaders	7, 8, 10, 11
Armed Services—Ordinary People	1, 3, 9
Armed Services	1, 3, 7, 8, 9, 10, 11
Newspaper	5, 6

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 an essay can earn expanded core points. Credit awarded in the expanded core should be based on holistic assessment of the essay. Factors to consider in holistic assessment may include

- **Has a clear, analytical, and comprehensive thesis (that may explicitly discuss “arguments” and “practices” concerning religious toleration).**
- Uses all or almost all of the documents (10-12 documents).
- Uses the documents persuasively as evidence (may group them explicitly into “arguments” and “practices” categories).
- 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 (e.g., develops more groupings).
- Recognizes and develops change over time.
- **Brings in relevant “outside” information.**

Examples of Acceptable Point of View

Relating authorial point of view

- It is likely that Fritz Haber believed that he belonged to his country during a time of war because he needed to justify his creation of something as horrible as chemical weapons.

Evaluating Reliability

- Document 6, a French newspaper celebrating the anniversary of the first battle of Ypres, would be likely to label the Allied General FitzClarence as heroic to build up support for the war because news during World War I might be censored. Consequently, the reliability of this source could be questioned.

Different documents serve different purposes

- Document 5, an official German press report, would be likely to label the German military as strictly accurate and truthful as the German government was trying to keep support for the war and build up hatred for the French.

Examples of Unacceptable Point of View

- **Paul von Hindenburg's report is biased** because he was a German general reporting on the Battle of Cambrai.
 - **Why is this unacceptable?** This is merely attribution with no attempt to EXPLAIN why it is biased and/or further analysis.
- **Wilfred Owen's poem is anti-war** and is therefore biased.
 - **Why is this unacceptable?** This is merely attribution with no attempt to EXPLAIN WHY it is biased.
- **Document 11 is a reliable source** because it is from "The History of the Great War".
 - **Why is this unacceptable?** There is no EXPLANATION as to why this would be considered a reliable source.

Adapted from the AP European History 2013 Scoring Guidelines.

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