

AP[®] EUROPEAN HISTORY 2016 SCORING GUIDELINES

Question 1 — Document-Based Question

“Evaluate whether the policies of Otto von Bismarck’s government represented traditional conservatism or a new kind of conservatism in nineteenth-century Europe.”

Maximum Possible Points: 7

Please note:

- Each point of the rubric is earned independently, e.g., a student could earn the point for argument development 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 the contextualization point could not be used to earn the point for synthesis or the point for sourcing the documents.

A. Thesis and Argument Development (2 points)

Targeted Skill: Argumentation (E1, E4, and C1)

1 point 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.

Scoring Note: Neither the introduction nor the conclusion is necessarily limited to a single paragraph.

1 point Develops and supports a cohesive argument that recognizes and accounts for historical complexity by explicitly illustrating relationships among historical evidence such as contradiction, corroboration, and/or qualification.

0 points Neither presents a thesis that makes a historically defensible claim and responds to all parts of the question nor develops and supports a cohesive argument that recognizes and accounts for historical complexity.

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B. Document Analysis (2 points)

Targeted Skill: Analyzing Evidence: Content and Sourcing (A1 and A2) and Argumentation (E2)

1 point Utilizes the content of at least six of the documents to support the stated thesis or a relevant argument.

1 point Explains the significance of the author’s point of view, author’s purpose, historical context, and/or audience for at least four documents.

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Question 1 — Document-Based Question (continued)

0 points Neither utilizes the content of at least six of the documents to support the stated thesis or a relevant argument nor explains the significance of the author's point of view, author's purpose, historical context, and/or audience for at least four documents.

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C. Using Evidence Beyond the Documents (2 points)

Targeted Skill: Contextualization (C3) and Argumentation (E3)

Contextualization

1 point Situates the argument by explaining the broader historical events, developments, or processes immediately relevant to the question.

0 points Does not situate the argument by explaining the broader historical events, developments, or processes immediately relevant to the question.

*Scoring Note: Contextualization requires using knowledge not found in the documents to situate the argument within broader historical events, developments, or processes immediately relevant to the question. The contextualization point is **not** awarded for merely a phrase or reference, but instead requires an explanation, typically consisting of multiple sentences or a full paragraph.*

Evidence Beyond the Documents

1 point Provides an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument.

0 points Does not provide an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument.

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Scoring Notes:

- This example must be different from the evidence used to earn other points on this rubric.
- This point is **not** awarded for merely a phrase or reference. Responses need to reference an additional piece of specific evidence and explain how that evidence supports or qualifies the argument.

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Question 1 — Document-Based Question (continued)

D. Synthesis (1 point)

Targeted Skill: Synthesis (C4, C5, or C6)

- 1 point** Extends the argument by explaining the connections between the argument and one of the following:
- 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 (such as political, economic, social, cultural, or intellectual history).
 - A different discipline or field of inquiry (such as economics, government and politics, art history, or anthropology).
- 0 points** Does not extend the argument by explaining the connections between the argument and the other areas listed.
- Is completely blank.

Scoring Note: The synthesis point requires an explanation of the connections to a different historical period, situation, era, or geographical area, and is **not** awarded for merely a phrase or reference.

On Accuracy: The components of this rubric each require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, the essay may contain errors that do not detract from the overall quality, as long as the historical content used to advance the argument is accurate.

On Clarity: These 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 and skills described above.

Scoring Notes

Note: Student samples are quoted verbatim and may contain grammatical errors. Where no student example of a particular type was found, a hypothetical example was used instead.

A. Thesis and Argument Development (2 points)

a) Thesis

Responses earn one point by presenting a thesis that makes a historically defensible claim that responds to all parts of the question (1 point). 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. An acceptable thesis must take a position on whether Bismarck's rule was either a traditional or new kind of conservatism, as well as provide reason(s) for this assessment.

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Question 1 — Document-Based Question (continued)

Examples of acceptable theses:

- “Essentially, von Bismarck’s government policies represented a new kind of conservatism in nineteenth-century Europe in which he valued traditional ways but also pushed for open-minded, idealistic reforms that were aligned with socialism and helped the nation as a whole.”
- “Otto von Bismarck’s government embodied the new conservatism, as he advocated for workers’ rights, religious equality, and socialized education systems. His new form of government was criticized on both sides of the spectrum. Traditional conservatives accused him of being a socialist, while socialist argued he was not liberal enough.”

Examples of unacceptable theses:

- This attempt does not work because it does not argue that Bismarck’s governmental policies represent traditional conservatism or a new kind of conservatism: “During Otto von Bismarck’s time as the head of State in Germany during the late 80s to the early 90s, he was well-known for his advocacy of social security for the poor on the basis of a government’s responsibility to its people even though it was not so widely popular with the more conservative people.”
- The thesis attempts to take a position, but its explanation of Bismarck’s policies relating to conservatism is muddled and unclear: “Otto von Bismarck’s government represented new conservatism in nineteenth century Europe. It represented new conservatism because the policies were not finished, because differences in opinion were not yet established, and because had just begun his secularization of the government.”

b) Argument Development

Responses must move beyond a single sentence or a listing of facts in support of the thesis or argument; they must explain the relationship of historical evidence to a complex and cohesive thesis or argument and do so throughout a substantial portion of the essay (1 point). Evidence can be related to the argument in ways such as contradiction (e.g., using evidence to address a possible counterargument to the main argument in the essay), corroboration (e.g., combining multiple pieces of evidence to support a single argument), or qualification (e.g., use of evidence to present an argument that is subsequently made more complex by noting exceptions).

Unacceptable argument development would include:

- Responses that do not develop a cohesive argument
- Responses that simply repeat the content of the documents or list the documents in order
- Responses that fail to organize documents in any meaningful way
- Responses that do not reconnect the evidence back to a thesis or argument

Examples of acceptable argument development:

- The response states that Bismarck’s policies reflect a new conservatism because of his separation of state and church. It then demonstrates complexity of argument by using evidence from Documents 1 and 3 to qualify that point, discussing the formulation of religious policy by the state and the state’s power over the Church and education for the purpose of promoting national identity.

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Question 1 — Document-Based Question (continued)

- In a paragraph concerning Bismarck's political strategy, the response emphasizes his willingness to compromise with certain political groups in order to defeat rival political groups. It draws on corroborating analyses of Documents 5 and 6 as evidence of Bismarck's desire to avoid revolution.
- To critique Bismarck's practice of shifting policies when it suited the interests of appealing to differing political parties or groups, the response creates a complex and cohesive treatment of Documents 4 (the cartoon) and 7 (the newspaper article celebrating Bismarck's dismissal).

Examples of unacceptable argument development:

- Response refers to both traditional and new conservatism but never clarifies what these terms involve with evidence from the documents in support of a cohesive argument.
- Response discusses Bismarck's policies but fails to link this discussion to an argument that Bismarck was more of a traditional than a new kind of conservative.
- Response makes multiple errors in interpreting documents (e.g., "Document 3 shows that Bismarck knew how to appeal to a mass audience..."), which prohibits their successful use as evidence of an argument.

B. Document Analysis (2 points)

a) Document Content

Responses earn one point by utilizing the content of at least six of the documents to support the stated thesis or a relevant argument (1 point). Responses cannot earn a point by merely quoting or paraphrasing the documents with no connection to a thesis or argument.

Examples of acceptable utilization of content from a document to support a thesis or relevant argument:

- For Document 1 (Laws in Germany): "In 1869 and 1872 [Bismarck] passed laws granting freedoms of religion and granting access to citizenship, rights, and political offices, and education to all religions (Document 1). Bismarck instituted policies to bolster support for his regime as chancellor."
- For Document 2 (Liebknecht speech): "Liebknecht, a socialist, expressed frustration with how Bismarck suspended freedom of the press, ended campaigns and imprisoned targets to prevent social democrats from holding office in the Reichstag."
- For Document 3 (Wagener memo): "Hermann Wagener, a supporter and aide to Bismarck, notes that 'the army will only be completely reliable if the workers . . . are won over and bound to the idea of the Reich,' which illustrates the importance of nationalism and institutions to maintain order. The army is essential for a nation to garner respect and legitimacy and only through an army can completely in support of the values of a nation is that possible."
- For Document 4 (Political cartoon): "Document 4 shows Bismarck giving favor in turn to Liberal, Conservative, and Ultramontane parties. This flexibility, ensuring no party got the upper hand, was essential to Bismarck's maintenance of his new conservatism. Rather than simply favoring only Conservatives, as a traditional conservatist would, Bismarck balances all 3 parties."

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Question 1 — Document-Based Question (continued)

- For Document 5 (Kaiser speech): “[Bismarck] also even decided to insure ‘workers against industrial accidents’ (Document 5). Through his perspective, he was not playing nice, but like many of the past, he was playing realpolitik. By alleviating the concerns of the workers, anti-Socialist laws could be passed. As a result, the traditional order was preserved.”
- For Document 6: (Bismarck speech): “Bismarck, who argued that the state had a ‘duty’ to provide aid to ‘its helpless fellow citizens,’ (Document 6) did so not out of the realpolitik view that “lasting guarantees of internal peace” could occur . . .”
- For Document 7 (Richter editorial): “In this article he openly criticizes Bismarck for promoting socialist ideas, but going against the socialist party. Richter described it as ‘offering the carrot one moment and applying the stick the next.’ This Document further expresses the belief that Bismarck wasn’t a traditional conservative at all, and had very socialist ideologies, but still identified as a conservative.”

Examples of unacceptable utilization of content from a document to support a thesis or relevant argument:

- Beyond the misinterpretation of the document, the response does not clearly connect the document to a position on Bismarck’s policies supporting either traditional or new conservatism: “Wagener [Document 3] seems to be trying to influence Bismarck to pick a side, and stop bouncing between conservatism and socialism. The Document seems to be criticizing Bismarck and even blaming him for the army not being fully reliable.”
- Not only does the response misunderstand the document’s content and purpose, the interpretation of the document lacks coherence in explaining how it does or does not support new conservatism: “In document 2, Wilhelm Liebknecht made the point that there was “no possibility of [their] having an influence on legislation.” A more traditional conservative would already have secret meetings for those who did not agree with the ruler. By the existence of such meetings, the ruler is influenced. Yet, this new conservatism was able to keep meetings from happening by “dissolv[ing] their rights to meet.”

b) Significance of Point of View, Purpose, Context, and/or Audience:

Responses earn one point by explaining the significance of the author’s point of view, author’s purpose, historical context, and/or audience for at least four documents (1 point). (*See the document summaries section for description of point of view, purpose, historical context, and audience for each document.*)

Example of acceptable explanation of the significance of the author’s point of view:

- For Document 7: “Even though Richter was heavily biased against Bismarck, because he was a liberal, these words rang true for all, including socialists and the ultramontane party, because Bismarck repressed them just the same as liberals.”

Example of unacceptable explanation of the significance of the author’s point of view:

- For Document 1: “Since Bismarck wrote these laws, they would not hold any bias.” (This attempt provides no explanation for how and why the laws might be biased.)

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Question 1 — Document-Based Question (continued)

Example of acceptable explanation of the significance of the author’s purpose:

- For Document 4: “However, one should be careful in using this as a measure of how far Bismarck was willing to go as it comes from a German satirical magazine which can often use exaggeration to improve the point being made.”

Example of unacceptable explanation of the significance of the author’s purpose:

- For Document 2: “The author of Document 2 is a socialist, however, so he most likely is exaggerating in order to win sympathy for his speech.” (No explanation is provided as to how and why a socialist may engage in exaggeration, e.g., for being oppressed by the government.)

Example of acceptable explanation of the significance of the historical context of a document:

- For Document 6: “Bismarck was alive to see the radical socialist Paris Commune take control, and was likely scared of a similar occurrence in Germany. Thus, he made ‘a serious effort to better conditions for the workers.’”

Example of unacceptable explanation of the significance of the historical context of a document:

- For Document 1: “This religious toleration makes sense for Bismarck’s policy within Germany because he had witnessed failure in his suppression of religious groups through his Kulturkampf.” (The law referenced [from 1869] occurred before the failure of the Kulturkampf, thus rendering the analysis chronologically erroneous.)

Example of acceptable explanation of the significance of the audience:

- For Document 5: “The Kaiser undoubtedly intended for his speech to be heard most importantly by the disillusioned working class. While they had previously been neglected and exploited by forces like modernization, the working class was now being newly emphasized.”

Example of unacceptable explanation of the significance of the audience:

- For Document 4: “In the cartoon, the magazine pokes fun at Bismarck’s constant shifts in policy to support different political perspectives, whether Liberal, Conservative, or Ultramontane. The audience for this image was the German people.” (Although the statement may correctly identify the intended audience, there is no analysis to support how this fact affected the content or presentation of the document.)

C. Using Evidence Beyond the Documents (2 points)

a) Contextualization

Responses earn a point for contextualization by explaining the broader historical events, developments, or processes immediately relevant to the question (1 point). To earn the point, the essay must situate the thesis, argument, or parts of the argument by accurately and explicitly evaluating whether Bismarck’s policies represented a new or traditional type of conservatism. Examples might include:

- Social insurance legislation
- Pensions
- Anti-Catholic and Anti-Semitic policies
- Support for the monarchy
- 1848 and its effect on Bismarck

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Question 1 — Document-Based Question (continued)

- Great power rivalries
- Anti-Socialist laws
- Growth of political parties in Germany such as Socialist party, known as the Social Democratic Party SPD
- German unification
- Prussian militarism
- Growth of Marxism as ideology
- Prussian Junker class

Example of acceptable contextualization:

- “Traditional conservatism was long a powerful force in European politics. At the 1815 Congress of Vienna, the entrenched rulers of Europe gathered to reaffirm principles like legitimacy and the balance of power. Great effort was exerted to maintain the order of things as they had always been. As nationalism grew in potency with the revolts like those of 1830 and 1848, governments shifted their focus from preserving the overall state of things to preserving their own stability.”

Example of unacceptable contextualization:

- The response’s references to a “difficult time” and “political unrest” are too general and do not help in setting up the thesis: “Otto von Bismarck was the chancellor of Germany. He held a lot of influence over much of Europe in his attempts to unify some countries. Bismarck ruled during a difficult time, there was much political unrest and a need for societal improvements.”

b) Evidence Beyond the Documents

Responses earn a separate point for providing an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument (1 point).

Example of providing an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument:

- “Bismarck utilized what he called Realpolitik in his policy and diplomacy which allowed him to react to any situation in the most efficient manner for the situation. The agendas of traditional conservatism did not restrict Otto von Bismarck’s policies.”

Example of improperly providing an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument:

- The parenthetical reference to Russia is not developed or specific enough, nor does the response connect it to the stated thesis: “In traditional conservatism, the government and the Church often jockeyed for power in places where the Church and head of state were not the same person (as in Russia).”

Distinguishing contextualization of argument from supporting evidence from outside the documents:

Typically, statements credited as **contextualization of argument** will be more general statements that place the argument or a significant portion of it in a broader context. Statements credited as **supporting evidence from outside the documents** will typically be more specific details that function as support

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for a particular point made in the argument, analogous to the function of evidence drawn from the documents.

D. Synthesis (1 point)

Responses earn a point for synthesis by extending their argument in one of three possible ways (1 point).

- a) Responses can extend their argument by appropriately connecting their argument as to whether Bismarck was a traditional or new conservative to developments in other times and places (Synthesis proficiency C4). These connections must consist of more than just a phrase or reference.

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

- “Bismarck’s conservative policies strengthened the power of central governance in Germany and contributed to the cultivation of a strong sense of national identity. The United States government followed a similar policy when America first gained independence. American government was built on the principle that the power should be vested in the political elite instead of the masses — senators were indirectly elected through state legislators and the president was chosen through the electoral college. An institution like the Reichstag was not truly subject to the will of the people, but rather the political elite.”

Example that did not accurately connect the argument to a development in a different historical period, situation, era, or geographic area:

- Though the response refers to subsequent events in Germany, the reference does not specifically explain the link to the question of Bismarck’s conservative policies: “Although it would be the economic crisis following WWI and the Great Depression that would ultimately put the Nazis in power, Bismarck’s conservatist failures elevated religious indifferences and the rise of socialism that would allow the National Socialist Party to stick their foot in the door of the German political landscape.”
- b) Responses can extend their argument by appropriately connecting an evaluation of Bismarck’s conservatism to course themes and/or approaches to history that are not the main focus of the question (Synthesis proficiency C5). These connections must consist of more than just a phrase or reference. Responses for this question could earn a point for this type of synthesis for using a theme or approach that is not political history, for example, economic or social history.

Example of acceptable synthesis by connecting the argument to different course themes and/or approaches to history that are not the main focus of the question:

- “Religious toleration can be seen throughout history many times as anti-conservative. Famous conservative leaders, such as Ferdinand and Isabella, did things such as the Inquisition, which removed Muslims & Jews from Spain, so there would be a unity of Catholic faith. Bismarck, however, wanted religious toleration. This time period was after the 30 Years War, so because of the Treaty of Westphalia, it is allowed for Calvinists, Lutherans, and Catholics all to be a part of Germany.”

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Question 1 — Document-Based Question (continued)

Example that did not appropriately connect the argument to course themes and/or approaches to history that are not the main focus of the question:

- A response might hypothetically include the following: “This time period was also defined by the Second Industrial Revolution, which allowed Germany to challenge Britain as a leading industrial power. However, the advances in industry also created many social problems, like overcrowded cities and new social classes.” Though accurate, this additional approach of economics is not linked in any way to the topic of Bismarck’s policies or conservatism.
- c) Responses can extend their argument by using insights from a different discipline or field of inquiry (e.g., economics, government and politics, art history, anthropology) to better understand a given historical issue (Synthesis proficiency C6). These connections must consist of more than just a phrase or reference.

Example of acceptable synthesis by connecting the argument to different disciplines or fields of inquiry:

- A response might hypothetically include: “Bismarck’s appeal, along with that of the Kaiser, by using traditional language of God and charity in a paternalistic way, would have a tremendous psychological impact on many Germans raised in a Protestant traditional religious society. These appeals were designed to appeal to the innate conservative desire for order and security in an age of change.”

Example that did not appropriately connect the argument to different disciplines or fields of inquiry:

- A response might hypothetically include: “The Bismarck cartoon in document four is an example of the use of mass media as propaganda. Using images like this, new conservatives like Bismarck could manipulate the growing reading public.” This is an attempt to use media studies/sociology to argue that Bismarck was a new conservative but fundamentally misreads the purpose and authorship of the document.

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

Mandatory

①

Circle one

2 or 3

1 of 3
A

Traditional conservatism was long a powerful force in European politics. At the 1815 Congress of Vienna, the entrenched rulers of Europe gathered to reaffirm principles like legitimacy and the balance of power. Great effort was exerted to maintain the order of things as they had always been. As nationalism grew in potency with the revolts like those of 1830 and 1848, governments shifted their focus from preserving the overall state of things to preserving their own stability. To that end, influential European politicians — of whom Otto von Bismarck is perhaps the most prominent — disrupted established understandings of conservative policy. As the German chancellor in the late nineteenth century, Bismarck practiced a new kind of conservatism that demonstrated a surprising willingness to be flexible on long-held principles and ~~concerned~~ a virtually unprecedented concern for the welfare of the working class, stemming from his determination to prioritize the state.

Bismarck upended the conventional principles regarding state management. In 1869, Bismarck's government issued a law that abolished civil restrictions based on an individual's religion. ^(Document 1) Bismarck undoubtedly intended to use this law to broaden support for his government, ~~including~~ ^{bringing} neglected religious minorities under his wing. Indeed, this goal of Bismarck came to fruition with the unification about two years later of Germany. Bismarck had successfully used toleration as a vehicle for his political agenda. At the same time, Bismarck targeted his political opponents to an unusual degree. This becomes clear in a speech in 1869 by Wilhelm Liebknecht of the German Social-Democratic Party. In the speech, Liebknecht urges his listeners — members of the SDP — to avoid engaging politically in the Reichstag because the government's repressive legal measures and tight control of the media means the SDP cannot hope to influence legislation (Document 2). Evidently, Bismarck ~~was~~ was willing to exercise extraordinary means to maintain the state's primacy. Even Eugene Richter, a liberal politician who was immensely pleased by Bismarck's dismissal in 1890 because it

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Mandatory 1	Circle one 2 or 3
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2 of 3
A

detailed with his political agenda, wrote of Bismarck's internationally recognized effort "to unify the Fatherland" (Document 7). This was Bismarck's supreme goal, and so it is fitting that even Richter recognized Bismarck's achievements in that context. Bismarck's determination to prioritize the state is immortalized in a political cartoon from 1879 depicting Bismarck's constant shifts in policy—from conservative, to liberal, to ultramontane—in order to match the realities of the day (Document 4). The cartoon intended to poke fun at Bismarck's seeming inconsistency, but it unwittingly emphasizes Bismarck's trademark willingness to do what was necessary for the sake of his government's preservation—and his lack of concern for traditional conservatism.

Bismarck nonchalantly dismissed a critical piece of the traditional conservative modus operandi when he ~~placed~~ placed an extraordinary emphasis on the well-being of the working class. On the heels of the successful German unification in 1871, Hermann Wagener wrote a memorandum in 1872 for Bismarck that stressed the potentially immense benefits of winning over the workers before they wavered toward socialist, revolutionary ideas" (^{document 3} ~~the~~). Despite the claim in the title of the memorandum that this represents a "Conservative View," it is clear that the suggested policy shift is motivated by political necessity and fear rather than by full-bodied conservative ideals. Under ten years later, the Kaiser announced a new political commitment to "the promotion of workers' welfare" (Document 5). The Kaiser undoubtedly intended for his speech to be heard most importantly by the ~~new~~ disillusioned working class. While they had previously been neglected and exploited by ~~the~~ forces like modernization, the working class was now being newly emphasized. No longer was the role of the state to be severely limited; now, the state would take the lead in pushing for the improvement of the lives of all its citizens. Bismarck even allowed himself to flirt with socialism to garner the favor of the working class. In 1884, Bismarck spoke openly of his policies^{as} reflecting a limited "state socialism" (Document 6). Occupied concurrently

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

Mandatory

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2 or 3

3 of 3
A

by international issues, especially the Berlin Conference, Bismarck was determined to keep the masses at home satisfied — and cautiously embracing aspects of the socialist agenda appeared a pragmatic way to achieve that object. Despite the utter unwillingness of traditional conservatism to endorse socialism, Bismarck did so to the extent that it suited the political needs of the state.

Bismarck subordinated traditional conservative principles in favor of an agenda that was determined primarily to conserve the power of the state. Other priorities were set aside as Bismarck's trademark *realpolitik* came to the forefront. Bismarck's policies echo the 1598 decision of Henry of Navarre to convert to Catholicism, famously declaring, "Paris is worth a mass." From the Edict of Nantes to Bismarckian *realpolitik* and beyond, a conservatism with its center in political necessity rather than traditional principles has become increasingly prominent in global politics.

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1 of 4
B

In 1848 there were a series of nationalistic uprisings. These nationalistic feelings spread to most of Europe and caused countries to either unite or fall apart.

Otto von Bismarck was able to unite Germany successfully by skillfully using nationalistic feelings and three wars to bring Germany together. Bismarck was appointed chancellor by the Kaiser Wilhelm I. Bismarck ~~basically~~ basically ruled for Wilhelm and did what he saw fit. Otto von Bismarck's government was a new type of conservative government that incorporated socialist ideas, was open to reform, and swayed between different political ideals.

The policies of Bismarck's government took in socialist aspects and incorporated them into a new type of conservative government. In Bismarck's speech in support of new accident insurance bills he has the socialist idea ~~is~~ that "But ~~to~~ the state must help persons in distress." which is ~~is~~ like social welfare. In this speech Bismarck is giving this new bill a positive view because he wants people to support it. Richter also argues that Bismarck had socialist ideals when he stated "the Bismarckian system of government; it boosted socialism." This article is in a newspaper so Richter's intended audience is the working and middle class people that read newspapers. Bismarck ~~with the traditional conservative~~ may be offering more socialist social welfare programs because he wants

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Mandatory ①	Circle one 2 or 3
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2 of 4

B

to foster a feeling of nationalism and community in his newly united state.

unlike traditional conservative governments, Bismarck was open to reform and ideas of other people besides the ruler. In Wagner's memorandum for Bismarck he stated that "Where the masses turn, however, will be of crucial significance not just for politics." This is a memorandum so we know that ~~this~~ this is written to show Bismarck in a positive light. In Wilhelm's speech he also argues that "the draft bill... will be revised." Because the Kaiser is giving this speech we know that what he says will most likely happen because he is the Kaiser.

In many countries at this time it was very uncommon for the king to revise what he says or what the government says.

Not only was Bismarck open to reform but his government switched political sides frequently which ~~leads to led to the new con~~ is why his government is a new conservative government. ~~Liebknecht~~

In the political cartoon "At the helm" it shows Bismarck changing his political views between conservative, liberal, and ultramontane. This cartoon is in a satirical magazine so we know that this cartoon is making fun of Bismarck.

Liebknecht also ^{argues} ~~says~~ that Bismarck is socialistic

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

Mandatory 1	Circle one 2 or 3
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3 of 4

B

When he stated that "Is it the duty of the socialists to send delegates to the Reichstag at all?" This is a political speech from a socialist so we know that his views are what the socialist party thinks. In an effort to keep his country together, Bismarck had to keep his people happy and that meant that he had to do many different types of political policies.

Although we have seen that Bismarck's ~~was~~ government was a new type of conservative government, ~~some~~ through his incorporation of socialistic ideals, some of his legislature is ~~the~~ traditional conservatism.

In Bismarck's Law concerning the Order of the Society of Jesus he states that "the order of the Society of Jesus ... are banned hereby from the territory of the German Reich." This is a traditional conservative thing to do in order to make the country have one religion and do things the traditional way.

Bismarck's government ^{was} ~~is~~ a new kind of conservatism that incorporated many different political ideals and allowed for reform of laws. In the future, Germany is ruled by Adolf Hitler. Hitler extends Bismarck's new conservative government and creates a new governing style just like Bismarck called Nazism.

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

Mandatory 1	Circle one 2 or 3
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B 4 of 4

Similar to Bismarck's government, Hitler's government combines ideas of fascism with racism and dictatorship to form a government in Germany.

Mandatory ①	Circle one 2 or 3
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C 1 of 3

Throughout Europe during the nineteenth century underwent a state of almost constant change. France had gone from being under the rule of Napoleon to a completely new republic. Poland was in the midst of a border crisis with Russia, Prussia its neighbors; Russia, Prussia, and Austria.

During the 19th century, Otto von Bismarck's government represented the ^{new} conservative party due to the way he handled German politics, society ~~and religion~~. Bismarck's government was widely accused of being misleading and changeable, demands on the wind.

To begin with, ~~the~~ Otto von Bismarck's government represented ^{the new kind of} ~~the~~ conservatism through the way he dealt with politics. Evidence of this ~~appeared~~ appeared in Document 1 where according to the legislation passed by Bismarck's government in 1869 and through 1878, Bismarck passed legislation that abolished all restrictions on citizenship and civil rights and ^{made} ~~gave~~ the right to hold public office independent from religious confession. ~~Furthermore, Bismarck changed the supervision of all public and private schools.~~ Furthermore, Bismarck prohibited all societies which aimed at the overthrow of existing political or social order through social democracy, socialism and communism ^{in contrast} ~~endlessly~~. ^{(DOC 1).} In contrast to this, Document number two, written by Wilhelm Liebknecht, a German socialist, ~~states that~~ ^{states that} ~~in~~ point of view would be ^{unbiased} ~~unbiased~~ because as a German socialist, he is opposed to the Bismarck government and what it stands for. ^{(DOC 2).} ~~As members of the Bismarck government it~~ ^{In contrast to this,} ~~similar to this,~~

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

Mandatory ①	Circle one 2 or 3
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2 of 3
C

According to document 3, written by Hermann Waserer, who was a high ranking public official and conservative politician, believed that it was "extremely dangerous to take up the battle against the extremely Catholic and socialist parties simultaneously. It is important to keep pursuing anti-national aims away from the social movement. (DOC 3)." Waserer's point of view would be biased because as ~~the~~ a conservative politician and the writer of Bismarck's memorandum, he would favor the opinions of Bismarck because he would lose his high status and reputation if he did not.

Furthermore, Bismarck's government represents the new kind of conservatism because of the way he dealt with society. Evidence of this would be in that according to Chancellor Otto von Bismarck's speech in support of the new accident insurance ~~bill~~ ^{bill}, "they are there to serve the people and the state must help persons in distress and prevent workers' complaints that can be exploited by the social Democrats... If one argues against my position that this is socialism, then I do not fear that at all." (DOC 6)." Bismarck's point of view would obviously be biased because as ~~the~~ the writer of the speech and the Chancellor of Germany he would want to write in a way that would highlight his strengths, anything else would be counterproductive. As a result of this, in document 4 Bismarck is portrayed

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

Mandatory 1	Circle one 2 or 3
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3 of 3
C

In a political cartoon entitled "At the helm" by a satirical German magazine. According to the author, Bismarck is shown at the helm of a ship holding ~~the~~ onto the wheel and on the wheel are the labels, "conservative, liberal, and ultramontane." This would mean that the German people think Bismarck is a changeable man, never belonging to one specific party, this is evident in Documents ^{and} numbers 2 and 6 when at first Bismarck distests ~~the~~ everything that the socialists stand for and yet in doc 6 he is gladly claiming to be one in social matters. The point of view of the German satirical magazine would be ~~was~~ unbiased towards Bismarck as they do not care for him and are not afraid of his actions.

This historical event can be compared to that of the ~~B~~ Gorbachev Russia because both leaders intended to do ~~well~~ good but in the end were both kicked out of the seat of power and did more harm than good.

In conclusion, Bismarck's government represents the new kind of conservatism because of the way he dealt with political and societal matters.

In Doc 7, according to Eugen Richter, a liberal journalist and politician he believed the dismissal of Bismarck was a joyous time. For if unchecked his domestic policy would have left Germany in ruin. Richter's point of view would be biased ~~because~~ because he was a liberal journalist and politician, and as such his ~~own~~ writings would ^{reflect} his views.

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Document-Based Question 1

Overview

The document-based question (DBQ) is designed to evaluate the degree to which students can analyze various types of historical documents and integrate content from the course in constructing an essay that responds to the tasks required by the question. Student responses were assessed on the extent to which they met seven requirements specified in the scoring guidelines.

This particular DBQ asked students to take a position on whether Chancellor Otto von Bismarck's government represented either traditional or a new kind of conservatism. Students were provided with seven documents (including one image) on which to base their responses. They were also asked to include relevant historical context to set up their arguments and evidence beyond the documents to advance their arguments and to extend their arguments to other historical situations or topic areas.

Sample: 1A

Score: 7

A. Thesis and Argument Development (2 points)

a) Thesis (1 point)

The thesis is found at the close of the first paragraph: "As the German chancellor in the late nineteenth century, Bismarck practiced a new kind of conservatism that demonstrated a surprising willingness to be flexible on long-held principles and a virtually unprecedented concern for the welfare of the working class, stemming from his determination to prioritize the state." This statement responds to the prompt by identifying several ways in which Bismarck's policies represented a new kind of conservatism: flexibility on principles, concern for the working class, and priority given to the state.

b) Argument Development (1 point)

The essay's main line of argument is developed through sophisticated use of the documents, multiple historical content references, and transitions that emphasize the response's recognition of corroboration, contradiction, and qualification among the documents. For example, after a discussion of several ways in which Bismarck "upended the conventional principles regarding state management," the response turns to the political cartoon (Document 4) as an additional indication of Bismarck's willingness to sacrifice consistency for power: "it unwittingly emphasizes Bismarck's trademark willingness to do what is necessary for the sake of his government's preservation — and his lack of concern for traditional conservatism."

B. Document Analysis (2 points)

a) Document Content (1 point)

Specific content from each of the seven documents is used in support of the response's arguments. For example, in using Document 3 (memorandum from Wagener) to develop the argument that Bismarck's policies reflect his willingness to compromise, the response indicates, "it is clear that the suggested policy shift is motivated by political necessity and fear rather than by full-bodied conservative ideals."

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Document-Based Question 1 (continued)

b) Significance of Point of View, Purpose, Historical Context, and/or Audience (1 point)

Four well-developed instances of Sourcing are provided:

- The response analyzes Document 1 to consider the purpose of laws, which “broaden support for his government.”
- The response discusses the point of view of Document 7 by noting that the article “dovetailed” with a liberal political agenda.
- The comments on Document 4 underscore the cartoon’s purpose in poking fun but also note an implied grudging admiration of Bismarck’s political pragmatism and power.
- The response identifies the audience of Document 5 (the Kaiser’s speech) as the “disillusioned working class.”

C. Using Evidence Beyond the Documents (2 points)

a) Contextualization (1 point)

The response situates its arguments concerning Bismarck’s policies within broader, relevant nineteenth-century historical processes and events through a concise yet effective history of conservatism and nationalism through the Congress of Vienna up to the revolutions of 1848. It explains how conservatives adopted nationalism after 1848, which helps contextualize Bismarck’s policies. “At the 1815 Congress of Vienna, the entrenched rulers of Europe gathered to reaffirm principles like legitimacy and the balance of power. . . . As nationalism grew in potency with the revolts like those of 1830 and 1848, governments shifted their focus from preserving the overall state of things to preserving their own stability.”

b) Evidence Beyond the Documents (1 point)

The response includes a reference to the Berlin Conference in conjunction with its discussion of Document 6: “Occupied concurrently by international issues, especially the Berlin Conference, Bismarck was determined to keep the masses at home satisfied — and cautiously embracing aspects of the socialist agenda appeared a pragmatic way to achieve that object.” This evidence supports the argument concerning Bismarck’s ability to act pragmatically to balance opposing forces, in this case foreign and domestic pressures.

D. Synthesis (1 point)

The response demonstrates Synthesis skill proficiency C4 in its conclusion by effectively connecting a relevant argument to a development in an alternate historical period, situation, or geographical area. It compares Bismarck’s *Realpolitik* to the decision of Henry IV (of France) to adopt Catholicism to provide political stability (as a *politique*): “Bismarck’s policies echo the 1598 decision of Henry of Navarre to convert to Catholicism, famously declaring ‘Paris is worth a mass.’ From the Edict of Nantes to Bismarckian *realpolitik* and beyond, a conservatism with its center in political necessity rather than traditional principles has become increasingly prominent in global politics.”

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Document-Based Question 1 (continued)

Sample: 1B

Score: 4

A. Thesis and Argument Development (2 points)

a) Thesis (1 point)

The response earned the Thesis point for arguing in the introduction that Bismarck's policies reflect a new type of conservatism through his incorporation of socialist ideas, his willingness to alternate between political ideologies, and his openness to reform: "Otto von Bismarck's government was a new type of conservative government that incorporated socialist ideas, was open to reform, and swayed between different political ideas."

b) Argument Development (1 point)

The response earned the Argument Development point through a recognition of contradiction in its use of documents and through transitional language that demonstrates the identification of corroboration among the documents (e.g., "Richter also argues that Bismarck had socialist ideals"; "Unlike traditional conservative governments, Bismarck was open to reform"; "Not only was Bismarck open to reform but his government switched sides frequently"). The response employs these phrases to show how new strategies and policies were "incorporated" into the traditional political and social order.

B. Document Analysis (1 point)

a) Document Content (1 point)

The response accurately uses content from all seven documents to support arguments about Bismarck's policies. It connects the evidence from each selection to an argument (either a topic sentence from the paragraph or the thesis). For example, it states that Document 4 "shows Bismarck changing his political views between conservative, liberal, and ultramontane."

b) Significance of Point of View, Purpose, Historical Context, and/or Audience (0 points)

The response does not successfully analyze four documents to earn the Sourcing point. It contains two successful instances of Sourcing and four unsuccessful attempts:

- The Sourcing of Document 6 (speech to the Reichstag) succeeds by indicating that Bismarck gave the bill a "positive view" to gain support and to "foster feelings of nationalism and community," which considers the document's purpose.
- Also successful was the analysis of Document 7 which identifies the intended audience as "working and middle class people that read newspapers." This latter reference would also constitute historical context for awareness of how newspapers affected public opinion in an age of increasing literacy.
- However, the attempt for Document 5 needs a clearer connection between the Kaiser's position and his agenda in speaking to the Reichstag. "Because the Kaiser is giving this speech we know that what he says will most likely happen because he is the Kaiser" is insufficient. Further specific explanation is required here.

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Document-Based Question 1 (continued)

- The consideration of Document 3 does not recognize the nature of a memorandum (private), meaning its assessment that it shows Bismarck in a “positive light” is off base.
- Had the Sourcing attempt with Document 4 provided further analysis of how and why the cartoon satirized Bismarck, it may have earned credit, but its commentary in the response is insufficient: “This cartoon is in a satirical magazine so we know that this cartoon is making fun of Bismarck.”
- For Document 2, the response argues that the socialist author represents what socialists think, but does not provide the required explanation.

C. Using Evidence Beyond the Documents (1 point)

a) Contextualization (1 point)

The response earned the Contextualization point by situating the response’s main line of argument in the larger context of nationalism and revolutions of 1848: “In 1848 there were a series of nationalistic uprisings. These nationalistic feelings spread to most of Europe and caused countries to either unite or fall apart.”

b) Evidence Beyond the Documents (0 points)

The response does not provide Evidence Beyond the Documents apart from the insufficiently developed reference to Hitler in the final paragraph, which appears to constitute an attempt at Synthesis (see below).

D. Synthesis (0 points)

The attempt at Synthesis skill proficiency C4 in the final paragraph does not coherently connect a relevant argument to a development in an alternate historical period, situation, or geographical area. Had the response mentioned the specific ways in which Bismarck’s policies had laid the groundwork for Hitler (e.g., creating an authoritarian state structure of undermining democratic deliberation), the point may have been earned. The response indicates, “In the future, Germany is ruled by Adolf Hitler. Hitler extends Bismarck’s new conservative government and creates a new governing style just like Bismarck called Nazism.” Beyond this narrative commentary, there is no clear indication of how and why Bismarck laid the groundwork for Hitler.

Sample: 1C

Score: 1

A. Thesis and Argument Development (0 points)

a) Thesis (0 points)

The response did not earn the Thesis point, as the attempt, made at the end of the introduction, offers only vague reasons for Bismarck’s policies as representing a new kind of conservatism: “Otto von Bismarck’s government represented the new conservative party due to the way he handled German politics, society. Bismarck’s government was widely accused of being misleading and changeable, based on the wind.” Had the response taken Bismarck’s tactical approach, hinted at in the second sentence, and used it to elaborate on his new kind of conservatism, the discussion may have been sufficient to earn the point.

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Document-Based Question 1 (continued)

b) Argument Development (0 points)

The response did not earn the Argument Development point, since it primarily summarizes the documents with little or no recognition of historical complexity. For example, the topic sentences for the body paragraphs citing documents are essentially repetitive: “Bismarck’s government represented the new kind of conservatism through the way he dealt with politics” and “Bismarck’s government represents the new kind of conservatism because of the way he dealt [*sic*] with society.” To earn the Argument Development point, the response might have used detailed evidence from the documents to establish more specific approaches or policies, such as “Bismarck adopted a system of social welfare to appeal to the working class and undermine support for the SPD.”

B. Document Analysis (1 point)

a) Document Content (1 point)

Though the response lacks a complex argument, it does discuss each document accurately enough to establish specific ways in which Bismarck’s policies related to conservatism. For example, the response indicates for Document 1, “Bismarck passed legislation that abolished all restrictions on citizenship and civil rights and made the right to hold public office independent from religious confession.”

b) Significance of Point of View, Purpose, Historical Context, and/or Audience (0 points)

Several Sourcing attempts are offered, but there are not four successful efforts:

- The only successful effort for Sourcing is for Document 3, which explains point of view: it notes that Wagener is a “high ranking public official” who would “favor the opinions of Bismarck because he would lose his high status and reputation if he did not.”
- The assertion that Document 2 (as authored by a socialist) is “unbiased” seems to contradict the content’s critical view of Bismarck and fails to explain how and why socialists opposed Bismarck’s government.
- The attempt with Document 6 does not adequately explain what “strengths” Bismarck seeks to “highlight” that connect to the purpose of the speech.
- The attempt with the Document 4 cartoon (labeled erroneously as 6) is also unsuccessful as it describes the evidence as “unbiased” due to its lack of clarity in the explanation: “The point of view of the German satirical magazine would be unbiased towards Bismarck as they do not care for him and are not afraid of his actions.”
- The attempted point of view analysis offered for Document 7 (written by a liberal journalist) lacks sufficient explanation. For the last document, the response might have indicated why liberals might be opposed to Bismarck and his policies and, further, why a newspaper article might try to influence public opinion on Bismarck’s legacy.

C. Using Evidence Beyond the Documents (0 points)

a) Contextualization (0 points)

No Contextualization point was earned for references to Napoleon and Poland (in introduction), as their relevance was not clearly articulated: “Europe during the nineteenth century underwent a state of almost constant change. France had gone from being under the rule of Napoleon to a completely new republic. Poland was in the midst of a border crisis with it [*sic*] neighbors; Russia, Prussia, and Austria.” The point

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Document-Based Question 1 (continued)

may have been earned had the response indicated how the revolutionary potential of nationalism led conservatives to co-opt and control it for their own purposes (e.g., Bismarck).

b) Evidence Beyond the Documents (0 points)

The response does not provide Evidence Beyond the Documents. To demonstrate Bismarck's political strategies (the intended focus of the first body paragraph), the response might have included a discussion of *Realpolitik* or Kulturkampf to earn this point.

D. Synthesis (0 points):

The attempt at Synthesis skill proficiency C4 in the middle of the final page of the response does not coherently connect a relevant argument to a development in an alternate historical period, situation, or geographical area. The reference to Gorbachev is not developed in connection to an argument and is not specific enough to earn credit: "This historical event can be compared to that of the Gorbachev Russia because both leaders intended to do good in the end were both kicked out of the seat of power and did more harm than good." To earn credit, the reference to Gorbachev could have established how both leaders attempted to adapt existing ideologies (conservatism and communism) to new circumstances by engaging in reforms.