
AP European History

Sample Student Responses and Scoring Commentary

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AP[®] EUROPEAN HISTORY 2018 SCORING GUIDELINES

Short Answer Question 2

Generic Scoring Guide

0–3 points

Score 3

Response accomplishes **all three** tasks set by the question.

Score 2

Response accomplishes **two** of the tasks set by the question.

Score 1

Response accomplishes **one** of the tasks set by the question.

Score 0

Response accomplishes **none** of the tasks set by the question.

Score NR

Is completely blank

Question-Specific Scoring Guide

- One point for describing a cause of the financial difficulties faced by Germany in the early 1920s or a cause of the unwillingness of France and Britain to respond to German calls for aid
- One point for describing an effect of the financial difficulties faced by Germany in the early 1920s or an effect of the unwillingness of France and Britain to respond to German calls for aid
- One point for explaining the British cartoonist’s perspective on the financial situation of Germany in the 1920s

Scoring Notes

“The international situation depicted in the cartoon” can be understood as the economic/financial distress experienced by Germany in the aftermath of the World War I or as the unwillingness of France and Britain to respond to German calls for aid, or a combination of the two.

To meet the minimum requirement of “describe” in (a) and (b) responses, the response must offer an accurate description of a cause or effect of the international situation. Although it is not necessary for an acceptable response to offer an explicit, fully worked out explanation of how the cause or effect is connected to the situation portrayed in the 1921 cartoon, responses must offer some basic analysis (i.e., “World War II” by itself is not a sufficient explanation of an effect for part (b). For part (c) the response must do more than just quote the image captions and must contain analysis that moves beyond description of the image.

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Short Answer Question 2 (continued)

Possible acceptable responses for part (a) (not exhaustive):

- Economic reparations demanded of Germany by the Versailles Treaty as a result of the Allied declaration of Germany's "guilt" in World War I
- Political instability of the early Weimar Republic that made economic recovery more difficult
- Economic difficulties faced by post-war Britain and France that made them unwilling to help Germany

Additional note: A mere mention of "war guilt" or World War I in general is not enough to earn the point. The student must connect the war to the broader international situation of post-World War I Europe.

Possible acceptable responses for part (b) (not exhaustive):

- Ongoing hostility and mistrust in European international relations contributing to the rise of nationalism, Hitler and Nazism, and ultimately to the outbreak of the World War II
- Hyperinflation as the German government printed money to meet its reparations payments
- Rise of political extremism (Nazism, revolutionary communism) in Germany because of economic distress and/or the continued hostility of other countries
- Political resentment in Germany over France and Britain's unwillingness to help
- U.S. involvement in European economic and political affairs through the Dawes-Young Plan and the provision of loans to Germany after 1924
- Continued economic disruption in Germany
- Allied occupation of parts of Germany to secure reparation payments in goods rather than in inflated German currency

Additional notes: It is not enough for students simply to claim that World War II was an effect of the international situation. They must explain how or why World War II was connected to Germany's economic, social, or political situation in the aftermath of World War I.

You may also see students reference antisemitism as an effect of the situation depicted in the cartoon, which can work as long as the response explains that Nazis targeted Jews as scapegoats for the economic and political crises of post-World War II Germany and the response doesn't simply claim that the German population as a whole blamed Jews for the post-World War I international situation in the early 1920s.

Possible acceptable responses for part (c) (not exhaustive):

In part (c), "cartoonist's perspective" can be understood specifically as the cartoonist's assumption that Germany's distress is faked or more generally as a hostile view of Germany held by the cartoonist. Acceptable responses should make at least minimal acknowledgement of the chronological context of the cartoon (the immediate aftermath of World War I). Some responses may demonstrate awareness that the cartoonist was British, but a response can still achieve the point without directly acknowledging the cartoonist's national origin.

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Short Answer Question 2 (continued)

- The recent experience of war with Germany led British people like the cartoonist to be hostile to Germany and suspicious of its motives in the postwar period.
- The cost of the war with Germany or the belief that Germany was the aggressor led the cartoonist to condemn the German request for aid and/or portray it as a ruse.

Additional note: Many students are misinterpreting the cartoon by claiming that the cartoonist is sympathetic to the Germans and that the British and French are refusing to help a drowning Germany with an easily accessible lifebelt (i.e., “loans”). This is typically occurring because students are not closely reading the captions of the cartoon, which indicate that the British and French are “taunting” the German and that he is kneeling in the water, when he is capable of standing.

Write your answer to **SHORT-ANSWER QUESTION 2** on this page only. Do NOT write outside the box.

- c) The ~~was~~ first world war ended with the Treaty of Versailles which included the agreement that Germany must pay many reparations to other European countries. The German people felt that the reparations were too harsh on their feeble economy, the public was unable to fully get on their feet with the constant ~~reparations~~ money they must pay for reparations. They also felt they were not safe because of the limits on their army and navy.
- b) The German people felt betrayed by their government for allowing other countries to demand so much in reparations and ignored by the rest of Europe. This would foster a hatred for western European countries and an increase in nationalism. The German people would soon desire change in government and elect leaders like Hitler that promised to return ~~the country~~ ^{Prosperity} to Germany and a repeal of the conditions placed on Germany by the Treaty of Versailles.
- d) The cartoonist is drawing for a British magazine, which means they will most likely have a bias to portray the British and their allies as intellectuals with common sense. The artist portrays Germany as an inept man kneeling in water, he is pleading for help but could just easily stand up and help himself not drown. The artist is saying Germany is falsely calling out for help, pleading to Britain and France for economic aid when they are completely capable of saving themselves.

End of response area for Q2

Write your answer to SHORT-ANSWER QUESTION 2 on this page only. Do NOT write outside the box.

A) one cause of the ~~the~~ international situation depicted here is the end of the first world war and the Treaty of Versailles. The Treaty imposed harsh punishments on Germany and was created in large part by the French & British. The international situation depicted is Germany's massive financial debt and internal turmoil caused by ~~the~~ both the war and the punishments in the Treaty of Versailles.

B) One effect of the situation depicted in this cartoon is the eventual rise of nationalism and socialism in Germany. The situation depicted is Germany's financial crisis following WWI and the Treaty of Versailles. Because of the harsh terms Germany was unable to meet & the lack of international support the German public would turn inward for support and financial help, welcoming nationalist leaders and welcoming a radical party, eventually culminating in the Nazi rise to power in Germany.

C) The cartoonist's depiction of this situation is not a positive one, suggesting that the artist believes the French & British are being unfair and should help the German state.

End of response area for Q2

Write your answer to **SHORT-ANSWER QUESTION 2** on this page only. Do **NOT** write outside the box.

a) One cause of the situation depicted was World War I. This ruthless conflict left millions of people dead, many more lives destroyed and lost, land ravaged, and nations crumbling. It brought so much pain and suffering to the European continent that someone was to be at blame for it. The Allies decided that this blame was to be placed ~~to~~ on Germany, and Germany alone.

b) One effect of the depicted situation was the rise of the Nazi party in Germany. Since the Weimar Republic did such a poor job in negotiations after WWI, many Germans hated this weak and corrupt governing body. This left a power void for someone to fill. This is where Hitler gained his support. He claimed that he would restore the might of the German people that it had prior to World War I. He used the Weimar Republic as a scapegoat to all of Germany's issues. This allowed him and his party to become the leaders of Germany.

c) The cartoonist's perspective on the situation is one of ~~no~~ ~~Ally~~ ~~It~~ neutrality. It does not support either the Germans nor the Allies. All the cartoon does is satirize the situation that was happening and explain it in a simple way. If it was supportive of either of the two sides, it would not be neutral.

End of response area for Q2

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Short Answer Question 2

Overview

a) Describe one cause of the international situation depicted in the cartoon.

Responses were expected to demonstrate an understanding of the post-World War I Versailles Treaty settlement and its economic and political impact on Germany, especially the assignment of guilt and the imposition of reparations, which are addressed in the curriculum framework in Key Concept 4.1.II. C and Thematic Learning Objective SP-7.

b) Explain one effect of the international situation depicted in the cartoon.

Responses were expected to demonstrate an understanding of how Germany's post-World War I economic crisis led to a variety of effects, including currency inflation, the Allied occupation of the Ruhr, U.S. intervention through the Dawes Plan, or (more typically) the rise of Nazism as a result of popular disillusionment with the Weimar government. These issues are addressed in the curriculum framework in Key Concept 4.2.

c) Explain the cartoonist's perspective on the international situation depicted in the cartoon.

Responses were expected to demonstrate the skill of primary source analysis, particularly the analysis of visual stimulus material. More specifically, they were expected to show that students can assess intent and perspective when interpreting primary documents. These skills are addressed in the curriculum framework.

Sample: 2A

Score: 3

The response to part a) earned 1 point because it discusses the Treaty of Versailles and specifically focuses on economic reparations, their direct impact on the German economy, as well as Germany's response to limits placed on its military.

The response to part b) earned 1 point because it develops a sophisticated discussion of the rise of nationalism and Hitler in interwar Germany as a response to the Treaty of Versailles.

The response to part c) earned 1 point because it recognizes that the cartoonist is British and that this impacts the cartoonist's view Germany's requests for economic assistance are false. The analysis goes beyond just a description of the cartoon.

Sample: 2B

Score: 2

The response to part a) earned 1 point because the response addresses the harsh economic consequences the Treaty of Versailles imposed on Germany, even if the wording is vague.

The response to part b) earned 1 point because it develops an analysis of the rise of extreme political ideologies in Germany during the interwar period due to its post-World War I financial crisis and lack of international support.

The response to part c) did not earn a point because the interpretation of the cartoon as sympathetic to Germany is incorrect.

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Short Answer Question 2 (continued)

Sample: 2C

Score: 1

The response to part a) did not earn a point because it discusses World War I but does not analyze how this context caused the international situation depicted in the cartoon. It is not enough to say that the Allies blamed Germany for the war.

The response to part b) earned 1 point because it explains in detail how the Weimar government's post-war weaknesses led to the rise of Nazism.

The response to part c) did not earn a point because it is a misinterpretation of the cartoonist's perspective, which is not neutral.