

2024



AP[®] European History

Sample Student Responses and Scoring Commentary Set 2

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Question 2: Short Answer Primary Source**3 points****General Scoring Notes**

- Each point is earned independently.
- **Accuracy:** These scoring guidelines require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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 responses 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.
- **Describe:** Provide the relevant characteristics of a specified topic. Description requires more than simply mentioning an isolated term.
- **Explain:** Provide information about how or why a historical development or process occurs or how or why a relationship exists.

[a] Describe how the card reflects a European view of Africa. **1 point**

Examples that earn this point include the following:

- Africa is portrayed as rich in resources, as evidenced by the depiction of ivory as well as the incidental depiction of timber and plants.
- Africa is portrayed as exploitable due to its abundant source of manual labor and natural resources.
- Africa has rivers and railroads that make it easier to gain control of resources and markets.
- The artist portrayed Africans as adopting European customs and dress in order to suggest that the European civilizing mission was successful.

[b] Explain how a broader economic development is reflected in the depiction of the Belgian Congo in the image. **1 point**

Examples that earn this point include the following:

- Industrialization led to the ability to produce the goods necessary to build a widespread transportation system, like the railroad depicted.
- Industrialization facilitated the mass production of the weaponry used to subdue and then arm indigenous peoples.
- European imperialists used economic justifications for the right to control the resources of Africans.
- The Congress of Berlin ratified the right to exploit the wealth of colonial territories in Africa.
- The demand for luxury goods, such as ivory, led to the acquisition of colonial possessions.
- Consumerism in Europe led to a greater number of advertisements featuring African products.
- King Leopold exploited the Belgian Congo for his own personal wealth.

- [c]** Explain how the type of colonial relationship portrayed in the image would change after the First World War. **1 point**

Examples that earn this point include the following:

- The First World War and the destruction in Europe led colonized peoples to question the civilizing mission that justified European imperialism.
- The German loss of African colonial territories after the Treaty of Versailles and the redistribution of those areas to Britain and France changed the distribution of colonial territories in Africa.
- Economic weakness resulting from the world wars and/or the Great Depression eventually led to the loss of almost all European colonial holdings and independence for former colonial territories.
- Indigenous soldiers returning from the Great War often formed the core of later colonial resistance movements.

Total for question 2 3 points

Sample A

Sample 2A:

a) One way this card reflects a European view of Africa in the time period was the exploitation of the African continent for its resources to the benefit of Europeans. In the card, it shows how African peoples still used primitive canoes to ferry waterways, as opposed to the bottom of the card where it shows the development of railroads extracting resources, different European products made from African meat, and the very valuable ivory that was hunted and ripped from African elephants. This shows how Europeans, in this case Belgium, still viewed Africans as backwards and undeveloped, while using the resources of the land those Africans had lived on for millenia to the Europeans' benefit, and the African peoples' detriment.

b) Broader economic development is reflected in the image summarizing the colony of the Belgian Congo by the railroad and train being depicted at the bottom. The train, connecting natural resources such as rubber in rubber plantations to towns, is an example of this economic development. The train is showing one part of the network Belgium had to export and process the rubber.

c) After WWI, the colonial relationship between European nations and their colonies would change in the face of incipient independence and nationalist movements. This, combined with the Great Depression the entire world was facing, led to less economic resources being directed to not only extract but even to maintain their increasingly expensive colonies. This would slowly change the relationship European nations would have with their colonies, leading to a cascade of independence movements after the second world war.

Sample B

Sample 2B:

a.) One way in which the card reflects a European view of Africa is the view of how they could be exploited for resources. Imperialism was big during this time and many European countries had colonies in Africa to obtain resources. Most Europeans did not care much for the social aspect of the Africans and instead mostly viewed them as something they control for their own benefit.

b.) A broader economic development is reflected in the depiction of the Belgian Congo in the image by showcasing the easier methods of transporting goods. The card contains what the company is advertising and a railroad. This railroad was a big economic development as it allowed for the easier transportation of goods and thus more product could be shipped.

c.) The type of colonial relationship portrayed in the image would change after the First World War because European empires were exercising more control in their colonies. An example is after the Sepoy Rebellion, the British Government had taken full control over economic and political areas in that colony. Other European empires of different countries had started to do this as well.

Sample C

Sample 2C:

- A. This card represents how Europeans viewed Africa as a thing to show off, displaying what they produce and how well they have been colonized.
- B. This image shows that there was frequent improvement/colonization/industrialization of Belgium by Europe.
- C. The first world war could cause this colony to be freed or destroyed, resulting in less production.

Short Answer Question 2

Note: Student samples are quoted verbatim and may contain spelling and grammatical errors.

Overview

Responses to part (a) of the prompt were expected to describe a typical European view of “Africa” reflected in the images portrayed on the card. Responses could include Africa as an exploitable, abundant source of manual labor and natural resources and/or lands and peoples to be civilized by the Europeans.

Responses to part (b) were expected to link these images from the Belgian Congo to the larger processes of industrialization—either the production needs or the creation of railroads and modern transportation systems—and/or imperialism’s economic goals of generating more wealth for the European nations from their colonial holdings.

Responses to part (c) were expected to connect the devastation and destruction of World War I to the weakening of European hegemony throughout the world in all ways, cultural (calling into question European superiority and its civilizing mission), economic (the sheer cost of the war and the Great Depression a decade later), and political. Successful general responses needed to *explain* the connection between such devastation and this long-term process that eventually ended in decolonization and African independence. In this sense, the discussion of decolonization was acceptable as long as the response indicated some understanding that decolonization was the end of a long-term process and did not simply occur in the immediate aftermath of World War I. More specific responses often cited the redistribution of Germany’s colonial territories to Britain and France as stipulated in the Treaty of Versailles.

Sample: 2A

Score: 3

The response earned the point for part (a) by describing the Europeans’ view of the African continent as a place to be exploited for its rich natural resources.

The response earned the point for part (b) by connecting the presence of the train in the Belgian Congo to the extraction and transportation of rubber for processing and export back to Belgium and other markets.

The response earned the point for part (c) because it links the devastation of World War I and its aftermath to the longer term decline of European imperial power and the eventual decolonization process following World War II.

Short Answer Question 2 (continued)

Sample: 2B

Score: 2

The response earned the point for part (a) by describing the Europeans' view of the African continent as a place to be exploited for its resources, viewing Africans as “something” to be controlled for “their own benefit.”

The response earned the point for part (b) by linking the railroad to the “easier transportation of goods” and thus, the broader economic development of Belgium and the Belgian Congo.

The response did not earn the point for part (c) because it erroneously describes the increased control of the colonies by the European powers and cites an example of the Sepoy Rebellion that occurred prior to World War I in the 19th century.

Sample: 2C

Score: 1

The response earned the point for part (a) providing a minimally acceptable description of European pride in their civilizing mission.

The response did not earn the point for part (b) because it does not establish a connection between the image and industrialization nor does it provide any explanation of industrialization as a process tied to broader economic development.

The response did not earn the point for part (c) because it does not adequately explain how the relationship between the colonizers and the colonized would change following World War I.