

# 2009 AP<sup>®</sup> EUROPEAN HISTORY FREE-RESPONSE QUESTIONS

## EUROPEAN HISTORY

### SECTION II

#### Part A

(Suggested writing time—45 minutes)

Percent of Section II score—45

**Directions:** The following question is based on the accompanying Documents 1-12. The documents have been edited for the purpose of this exercise. Write your answer on the lined pages of the Section II free-response booklet.

This question is designed to test your ability to work with and understand historical documents. Write an essay that:

- Provides an appropriate, explicitly stated thesis that directly addresses all parts of the question and does NOT simply restate the question.
- Discusses a majority of the documents individually and specifically.
- Demonstrates understanding of the basic meaning of a majority of the documents.
- Supports the thesis with appropriate interpretations of a majority of the documents.
- Analyzes the documents by explicitly grouping them in at least three appropriate ways.
- Takes into account both the sources of the documents and the authors' points of view.

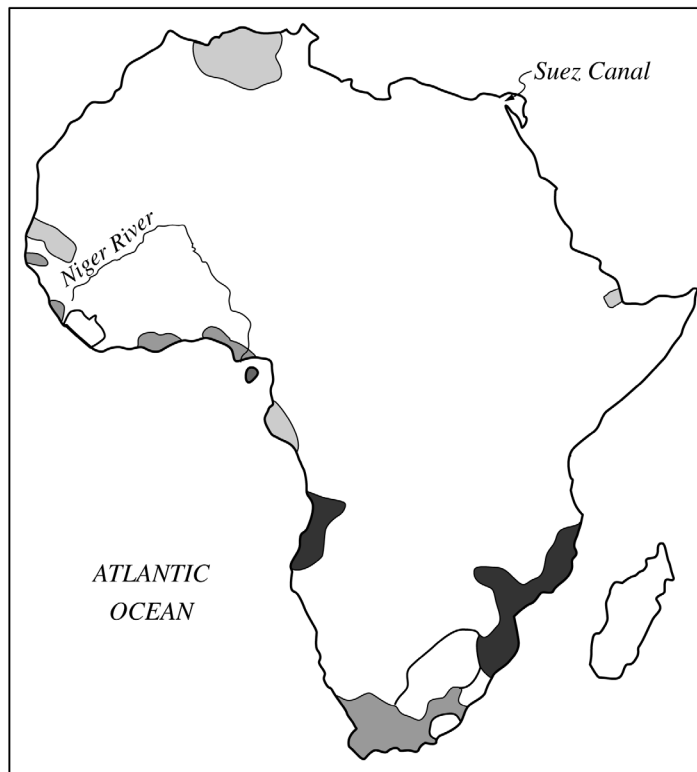
You may refer to relevant historical information not mentioned in the documents.

1. Analyze attitudes toward and evaluate the motivations behind the European acquisition of African colonies in the period 1880 to 1914.

Historical Background: The maps below show European expansion in Africa from 1878 to 1914.

## 2009 AP® EUROPEAN HISTORY FREE-RESPONSE QUESTIONS

EUROPEAN COLONIAL CLAIMS IN AFRICA, 1878



- British
- French
- Portuguese
- Italian
- Spanish
- Belgian
- German
- Independent

EUROPEAN COLONIAL CLAIMS IN AFRICA, 1914



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## 2009 AP<sup>®</sup> EUROPEAN HISTORY FREE-RESPONSE QUESTIONS

### Document 1

Source: Prince Leopold, heir to the throne of Belgium and future king, conversation, 1861.

Surrounded by the sea, Holland, Prussia and France, our frontiers can never be extended in Europe. . . . [But] the universe lies in front of us; steam and electricity have made distances disappear, all the unappropriated lands on the surface of the globe may become the field of our operations and of our resources. . . . Since history teaches that colonies are useful, that they play a great part in that which makes up the power and prosperity of states, let us strive to get one in our turn . . . let us see where there are unoccupied lands . . . where are to be found peoples to civilize, to lead to progress in every sense, meanwhile assuring ourselves . . . the opportunity to prove to the world that Belgians also are an imperial people capable of dominating and enlightening others.

### Document 2

Source: Benjamin Disraeli, British prime minister, speech to the House of Commons regarding the Suez Canal, February 1876.

I have never recommended, and I do not recommend now, this purchase either as a financial investment or as a commercial speculation. I have always and do now recommend it to the country as a political transaction, and one which I believe is calculated to strengthen the empire.

### Document 3

Source: Chancellor Otto von Bismarck of Germany, speaking to a countryman back from exploring Africa, 1888.

Your map of Africa is very nice, but my map of Africa is in Europe. Here is Russia and here is France, and we are in the middle. That is my map of Africa.

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### Document 4

Source: Joseph Chamberlain, British industrialist, politician, and reformer, speech, 1888.

We have suffered much in this country from depression of trade. We know how many of our fellow-subjects are at this moment unemployed. Is there any man in his senses who believes that the crowded population of these islands [the British Isles] could exist for a single day if we were to be cut adrift from the great dependencies which now look to us for protection and which are the natural markets for our trade? . . . If tomorrow it were possible, as some people apparently desire, to reduce by a stroke of the pen the British Empire to the dimensions of the United Kingdom, half at least of our population would be starved.

### Document 5

Source: Cecil Rhodes, British imperialist, speech at the chartering of the British South Africa Company, 1889.

Philanthropy is good, but philanthropy at 5 percent is even better.

### Document 6

Source: George Washington Williams, Baptist minister, lawyer, historian, and legislator, “An Open Letter to His Serene Majesty, Leopold II, King of the Belgians and Sovereign of the Independent State of Congo,” Stanley Falls, Congo Free State, 1890.

Great and Good Friend,

I have the honor to submit for Your Majesty’s considerations some reflections respecting the Independent State of Congo. There were instances in which Mr. Henry M. Stanley\* sent one white man, with four or five Zanzibar soldiers, to make treaties with the native chiefs. All the sleight of hand tricks had been carefully rehearsed and he was now ready for his work. A number of electric batteries had been purchased in London and when attached to an arm under the coat, communicated with a band of ribbon which passed over the palm of the white brother’s hand, and when he gave the black brother a cordial grasp of the hand, the black brother was surprised to find his white brother so strong that he nearly knocked him off his feet. By such means as these, and a few boxes of gin, whole villages have been signed away to Your Majesty.

\*British-American journalist and explorer sent to Congo by King Leopold of Belgium

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### Document 7

Source: William Clark, “The Genesis of Jingoism,” *Progressive Review*, London, 1897.

Although in its essence capitalism is international, and although it will prove in the long run to be one of the leading factors in breaking down nationalism, for the present it is accustomed to find in exaggerated forms of nationalism its most potent ally. The music hall patriot is encouraged to howl for Jameson\* or any other hero of the hour, when in reality he is howling for the financiers who are making Jameson their tool.

\*British military officer who led an unsuccessful raid in 1895 into Boer-controlled territory in southern Africa

### Document 8

Source: Archibald Philip Primrose, Lord Rosebery, British politician and foreign secretary, letter to the *London Times*, 1900.

An Empire such as ours requires as its first condition an imperial race—a race vigorous and industrious and intrepid. Health of mind and body exalt a nation in the competition of the universe. The survival of the fittest is an absolute truth in the conditions of the modern world.

### Document 9

Source: Resolution of the German Social Democratic Party Congress, 1900.

World and colonial policy is pursued for the purpose of capitalist exploitation and for displaying military force . . . [I]t corresponds first and foremost to the greedy desire of the bourgeoisie for new opportunities to invest its ever-increasing capital which is no longer content with exploiting the home market, and to the desire for new markets which each country tries to usurp to itself.

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### Document 10

Source: Eugène-Melchior de Vogüé, French diplomat, *The Master of the Sea*, Paris, 1903.

Diplomacy used to be concerned with the Mediterranean and the Bosphorus; now it has to do with China, the Niger, and the Congo . . . The great states of Europe are dividing up the other continents of Africa and Asia in the same manner they would divide such countries as Italy or Poland . . . What used to be a European balance of power is now a world balance of power, but it is subject to the same laws, and any country that does not wish to become less important must obtain as much new territory relatively as our rivals are doing.

### Document 11

Source: Martial Henri Merlin, governor general of French Equatorial Africa, speech, 1910.

We went to new territories. We went there by virtue of the right of a civilized, fully developed race to occupy territories which have been left fallow by backward peoples who are plunged into barbarism and unable to develop the wealth of their land. What we exercised is a right, and if anyone denies this, you should firmly maintain that it is a right. We are entitled to go out to these peoples and occupy their territories; but, when we exercise this right, we, at the same moment are charged with a duty towards these peoples, and this duty we must never for one instant forget.

### Document 12

Source: Louis Bernard, French colonial official, memoir, Paris, 1936.

I found [in Algeria before the First World War] the image of a victorious and conquering France, which allowed me to forget the humiliated France on the other side of the water. I was in a country of empire, an empire in which I participated instead of submitting, as it was in our annexed provinces, Alsace and Lorraine.

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## EUROPEAN HISTORY SECTION II

### Part B

(Suggested planning and writing time—35 minutes)

Percent of Section II score—27 1/2

**Directions:** You are to answer ONE question from the three questions below. Make your selection carefully, choosing the question that you are best prepared to answer thoroughly in the time permitted. You should spend 5 minutes organizing or outlining your answer. Write your answer to the question on the lined pages of the Section II free-response booklet, making sure to indicate the question you are answering by writing the appropriate question number at the top of each page.

Write an essay that:

- Has a relevant thesis.
- Addresses all parts of the question.
- Supports thesis with specific evidence.
- Is well organized.

2. Analyze the long-term and short-term factors responsible for the disintegration of communist rule in TWO of the following states:

Czechoslovakia

East Germany

Hungary

Poland

3. Considering the period 1918 to 1948, analyze the political and diplomatic problems faced by TWO of the following newly created Eastern European states.

Austria

Czechoslovakia

Hungary

Poland

4. Analyze the extent to which Frederick the Great of Prussia and Joseph II of Austria advanced and did not advance Enlightenment ideals during their reigns.

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## 2009 SCORING GUIDELINES

### Question 1—Document-Based Question

**Analyze attitudes toward and evaluate the motivations behind the European acquisition of African colonies in the period 1880 to 1914.**

**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 attitudes and motives, and with some degree of specificity (beyond general analytical categories) for at least one part of the prompt. The thesis must suggest a minimal level of analysis drawn from the context of the documents, though a student does not necessarily need to use both the terms “attitudes” and “motivations” explicitly. The thesis may appear in the final paragraph.

- 2. Discusses a majority of the documents individually and specifically.**

The student must use at least seven documents—even if used incorrectly—by reference to anything in the box. Documents cannot be referenced collectively in order to get credit for this point (e.g., “Documents 1, 4, and 6 suggest . . .”) unless the student goes on to discuss them individually. Documents need not be cited by number or by name.

- 3. Demonstrates understanding of the basic meaning of a majority of the documents (may misinterpret no more than one).**

A student may not significantly misinterpret more than one document. A major misinterpretation is an incorrect analysis or one that leads to an inaccurate grouping or a false conclusion.

- 4. Supports the thesis with appropriate interpretations of a majority of the documents.**

The student must use at least seven documents correctly, and the documents used in the body of the essay must provide support for the thesis. *A student cannot earn this point if no credit was awarded for point 1 (appropriate thesis).*

- 5. Analyzes point of view or bias in at least three documents.**

The student 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 OR
- Analyzing the tone of the documents; must be well developed

**Note:**

1) *Attribution alone is not sufficient to earn credit for point of view.*

2) *It is possible for students to discuss point of view collectively, but this counts for only one point of view.*



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## 2009 SCORING GUIDELINES

### Question 1—Document-Based Question (continued)

#### 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 and corresponding documents may include the following (not exclusive):

##### Attitudes

Pro-imperialist:

- Economic: 1, 4, 5, 11
- Nationalistic: 1, 2, 8, 10, 12
- Social/Cultural: 1, 5, 8, 11

Anti-imperialist: 3, 6, 7, 9

- Economic: 7, 9
- Social/Cultural/Humanitarian: 6, 9

##### Motivations

Economic

- Expansion and prosperity: 1, 4, 5, 11
- Capitalism: 1, 4, 5, 7, 9, 11
- Markets and trade: 4, 9
- Acquisition of raw materials: 1, 11

Political

- Nationalism: 1, 2, 10, 12
- Global power politics: 1, 2, 8, 10
- Regaining national glory (France): 10, 11, 12
- Maintaining and building empire (Britain): 2, 4, 5, 8

Social/Cultural/Humanitarian

- Social Darwinism: 6, 8, 11
- “White Man’s Burden”: 1, 5, 11

Exploitation: 6, 9

#### **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 a student 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
- Uses all or almost all of the documents (11–12 documents)
- Uses the documents persuasively as evidence
- 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

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## 2009 SCORING GUIDELINES

### Question 1—Document-Based Question (continued)

#### A CLOSER LOOK AT POINT OF VIEW IN THE 2009 DBQ

There are many means by which a student can demonstrate point-of-view analysis in the 2009 DBQ. Students must make a reasonable effort to address point of view by referring to at least three documents.

#### Examples of ACCEPTABLE point-of-view analysis

Relating authorial point of view to author's place in society:

"As heir to the Belgian throne, it is not surprising that Prince Leopold supported imperialism since he wanted to increase the power and prestige of the country he would one day rule (doc. 1)."

"Since Joseph Chamberlain was a British industrialist, he naturally supported imperialism since he probably stood to gain economically from the continued growth of the British Empire (doc. 4)."

Evaluating the reliability of the source:

"The resolution from the German Social Democratic Party Congress is probably a biased source since as socialists they would naturally condemn a capitalist agenda (doc. 9)."

"Merlin is a governor general of a colony so his pro-imperialist point of view is not surprising since his job was dependent upon the success of French imperialism."

Recognizing that different kinds of documents serve different purposes:

"Since Benjamin Disraeli was delivering a speech to the House of Commons, he probably chose his words carefully to persuade members to support his political agenda (doc. 2)."

"Lord Rosebery was writing a letter to a newspaper, which was clearly a public forum; therefore, this document could be viewed as a form of propaganda (doc. 8)."

Analyzing the tone of the documents:

"Because Bismarck was most concerned with power politics on the European continent, his comments regarding imperialism seem somewhat satirical (doc. 3)."

#### Examples of UNACCEPTABLE point-of-view analysis

"Louis Bernard was a French colonial official who, in his memoir, stated that he felt France got over its humiliation by conquering Algeria (doc. 12)."

Why is this unacceptable? This is merely attribution with no attempt at further analysis beyond the stated information from the document itself; the statement does not explain why Bernard held these views.

"Bernard was writing in a memoir so it is objective (doc. 12)."

Why is this unacceptable? Again, this is really just attribution, since the statement makes no effort to explain how or why a memoir would be an objective source.

"Since Benjamin Disraeli is a politician, he must be biased (doc. 2)."

Why is this unacceptable? This statement merely asserts that Disraeli is biased with no attempt to explain why he may hold a biased view.

"Since Archibald Philip Primrose is writing a letter, he is being honest (doc. 8)."

Why is this unacceptable? This statement fails to account for the fact that Primrose is writing a letter for a newspaper, which is a very public document, not a private correspondence.

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## 2009 SCORING GUIDELINES

### Question 1—Document Summary

**Document 1: Prince Leopold, heir to the throne of Belgium and future king, conversation, 1861.**

"[O]ur frontiers" cannot be "extended in Europe. . . . [T]he globe may become the field of our operations and our resources. . . . [C]olonies are useful" since "they play a great part in that which makes up the power and prosperity of states. . . . [L]et us see where there are unoccupied lands . . . to prove to the world that Belgians also are an imperial people capable of dominating and enlightening others."

**Document 2: Benjamin Disraeli, British prime minister, speech to the House of Commons regarding the Suez Canal, February 1876.**

"I do not recommend . . . this purchase [of the Suez Canal] . . . as a financial investment or as a commercial speculation. I . . . recommend it . . . as a political transaction . . . to strengthen the empire."

**Document 3: Chancellor Otto von Bismarck of Germany, speaking to a countryman back from exploring Africa, 1888.**

"Your map of Africa is very nice, but my map of Africa is in Europe . . . and we are in the middle. That is my map of Africa."

**Document 4: Joseph Chamberlain, British industrialist, politician, and reformer, speech, 1888.**

We have suffered much from depression of trade and many are unemployed. "Is there any man in his senses who believes" we "could exist . . . if we were to be cut adrift from the great dependencies which now look to us for protection and which are natural markets for our trade?" If we reduced our empire to the United Kingdom, "half . . . our population would be starved."

**Document 5: Cecil Rhodes, British imperialist, speech at the chartering of the British South Africa Company, 1889.**

"Philanthropy is good, but philanthropy at 5 percent is even better."

**Document 6: George Washington Williams, Baptist minister, lawyer, historian, and legislator, "An Open Letter to His Serene Majesty, Leopold II, King of the Belgians and Sovereign of the Independent State of Congo," Stanley Falls, Congo Free State, 1890.**

Mr. Henry Stanley and several Zanzibar soldiers used "carefully rehearsed . . . sleight of hand tricks" when making treaties with the native chiefs of the Independent State of the Congo. "By such means as these, and a few boxes of gin, whole villages have been signed away to Your Majesty."

**Document 7: William Clark, "The Genesis of Jingoism," *Progressive Review*, London, 1897.**

"Although in its essence capitalism is international, . . . for the present it is accustomed to find in exaggerated forms of nationalism its most potent ally. The music hall patriot is encouraged to howl for Jameson or any other hero of the hour" when he is really "howling for the financiers who are making Jameson their tool."

**Document 8: Archibald Philip Primrose, Lord Rosebery, British politician and foreign secretary, letter to the *London Times*, 1900.**

"An Empire such as ours requires as its first condition an imperial race—a race vigorous and industrious and intrepid. . . . [S]urvival of the fittest is an absolute truth in the conditions of the modern world."

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## 2009 SCORING GUIDELINES

### Question 1—Document Summary (continued)

**Document 9: Resolution of the German Social Democratic Party Congress, 1900.**

“World and colonial” power “is pursued for . . . capitalist exploitation and for displaying military force . . . [I]t corresponds to the greedy desire of the bourgeoisie . . . to invest its ever-increasing capital . . . and to the desire for new markets which each country tries to usurp to itself.”

**Document 10: Eugène-Melchior de Vogüé, French diplomat, *The Master of the Sea*, Paris, 1903.**

“Diplomacy used to be concerned with the Mediterranean and the Bosphorus. . . . [G]reat states of Europe are [now] dividing up . . . Africa and Asia. . . . What used to be a European balance of power is now a world balance of power, . . . and any country that does not wish to become less important must obtain as much new territory relatively as our rivals are doing.”

**Document 11: Martial Henri Merlin, governor general of French Equatorial Africa, speech, 1910.**

“We went to new territories . . . by virtue of the right of a civilized . . . race to occupy territories . . . left fallow by backward peoples who are plunged into barbarism and unable to develop the wealth of their land. What we exercised is a right. . . . We are entitled to . . . occupy their territories,” but we “are also charged with a duty toward these peoples . . . [which] we must never . . . forget.”

**Document 12: Louis Bernard, French colonial official, memoir, Paris, 1936.**

“I found [in Algeria before the First World War] . . . a victorious and conquering France, which allowed me to forget the humiliated France on the other side of the water. I was in a country of empire . . . in which I participated instead of submitting, as it was in our annexed provinces, Alsace and Lorraine.”