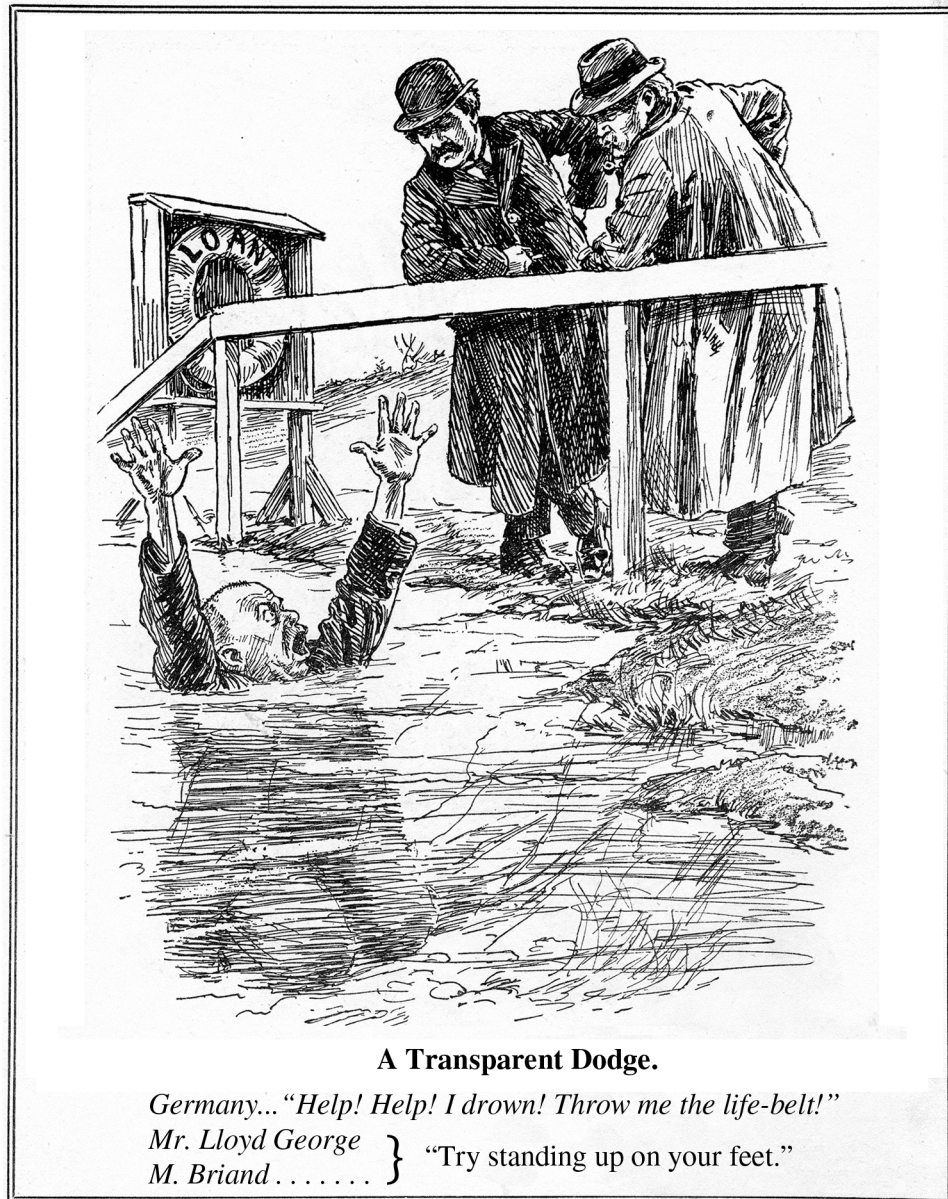


## 2018 AP® EUROPEAN HISTORY FREE-RESPONSE QUESTIONS

Use the image below to answer all parts of the question that follows.

December 1921 cartoon from a British magazine showing British Prime Minister Lloyd George and French Prime Minister Aristide Briand and a figure representing Germany, kneeling in the water.



Aristide Briand and Lloyd George taunt the drowning Germany, December, 1921 (litho), English School, (20th century) / Private Collection / Bridgeman Images

2. a) Describe one cause of the international situation depicted in the cartoon.
- b) Explain one effect of the international situation depicted in the cartoon.
- c) Explain the cartoonist's perspective on the international situation depicted in the cartoon.

## 2018 AP<sup>®</sup> EUROPEAN HISTORY FREE-RESPONSE QUESTIONS

### Question 3 or 4

**Directions:** Answer either Question 3 or Question 4.

3. Answer (a), (b), and (c).

- a) Describe one reason for Martin Luther's critique of the Catholic Church in the early 1500s.
- b) Describe one Catholic response in the 1500s to Luther's critique.
- c) Explain how Luther's protest contributed to social change in Europe in the period 1517 to 1600.

4. Answer (a), (b), and (c).

- a) Describe one of Lenin's critiques of the Russian monarchy.
- b) Describe one effect of Lenin's critique on Russian politics.
- c) Explain how Stalin's policies departed from Lenin's policies.

**END OF SECTION I**

# AP<sup>®</sup> 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.

# **AP<sup>®</sup> EUROPEAN HISTORY**

## **2018 SCORING GUIDELINES**

### **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.

# **AP<sup>®</sup> EUROPEAN HISTORY**

## **2018 SCORING GUIDELINES**

### **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.