

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timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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 a goal that the artist likely intended to support in the painting. **1 point**

Examples that earn this point include the following:

- The German states should become a unified country under a single government.
- Germany should embrace modernization while preserving its past traditions.
- Germany should revive the Holy Roman Empire as a means of unifying the German nation.
- A unified Germany would afford greater protection to German peoples.

[b] Explain one way in which political conditions in the period 1800 to 1850 hindered the goal referenced in the painting. **1 point**

Examples that earn this point include the following:

- The conservative Concert of Europe was attempting to maintain traditional political divisions such as the German states.
- Metternich attempted to suppress the nationalist movements that followed the French Revolution.
- The governments of the various small German states were often wary of giving up too much independence.
- Disagreements between liberal reformers who sought a unified Germany under a constitutional government and conservatives and traditionalists who preferred a monarchical form of government prevented the formation of a single movement for German unification.
- Napoleon formally abolished the Holy Roman Empire, and it was not revived after his defeat, which eliminated a possible means of unification.
- Rivalry between Prussia and Austria after the Napoleonic Wars slowed Prussian efforts to unify German-speaking areas outside the Austrian Empire.

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| [c] | Explain one way in which political developments in the period after 1850 helped to achieve the goal referenced in the painting. | 1 point |
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Examples that earn this point include the following:

- Under the leadership of Otto von Bismarck, Prussia led an aggressive campaign of unification through war, military alliances, and manipulation of nationalist sentiment.
- The fall of Metternich and the decline of Austrian influence in the German States after the Revolutions of 1848 removed a major obstacle to unification.
- The collapse of the Concert of Europe, which marked the end of the cooperation of conservative regimes to restrain nationalist movements, allowed German unification efforts to gain momentum.
- Liberal revolutionaries in 1848 tried but failed to achieve German unification under a constitutional form of government, giving Prussia the opportunity to lead a more conservative effort.

Total for question 2 3 points

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[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.

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- [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.

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