

2022

AP<sup>®</sup>

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# AP<sup>®</sup> European History

## Sample Student Responses and Scoring Commentary

### **Inside:**

#### **Long Essay Question 4**

- Scoring Guidelines**
- Student Samples**
- Scoring Commentary**

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## Question 4: Long Essay Question, Nazi vs. Soviet Comparison

6 points

### General Scoring Notes

- Except where otherwise noted, each point of these rubrics is earned independently; for example, a student could earn a point for evidence without earning a point for thesis/claim.
- **Accuracy:** The components of these rubrics require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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 essays 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.

Evaluate the most significant similarity between the regimes of Nazi Germany and Soviet Russia in the interwar period.

Reporting Category	Scoring Criteria	
<b>Row A</b> <b>Thesis/Claim</b>  <b>(0-1 points)</b>	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.
<b>Decision Rules and Scoring Notes</b>		
<b>Responses that do not earn this point:</b> <ul style="list-style-type: none"> <li>• Are not historically defensible.</li> <li>• Only restate or rephrase the prompt.</li> <li>• Do not respond to the prompt.</li> <li>• Do not establish a line of reasoning.</li> <li>• Are overgeneralized.</li> </ul>		<b>Responses that earn this point:</b> <ul style="list-style-type: none"> <li>• Provide a historically defensible thesis or claim about the most significant similarity between the regimes of Nazi Germany and Soviet Russia in the interwar period. The thesis or claim must either provide some indication of the reasoning for making that claim OR establish the analytic categories of the argument.</li> </ul>
<b>Examples that do not earn this point:</b> <b>Do not focus on the topic of the prompt</b> <ul style="list-style-type: none"> <li>• <i>“Nazi Germany was responsible for the Holocaust.”</i></li> </ul> <b>Do not provide a historically defensible claim</b> <ul style="list-style-type: none"> <li>• <i>“The most significant similarity between Nazi Germany and Russia was that they were both communist.”</i></li> </ul> <b>Provide a historically defensible claim, but do not establish a line of reasoning</b> <ul style="list-style-type: none"> <li>• <i>“Hitler and Stalin were two really brutal leaders of the twentieth century.”</i></li> </ul> <b>Restate the prompt or are overgeneralized</b> <ul style="list-style-type: none"> <li>• <i>“Nazi Germany and the Soviet Union had similar governments.”</i></li> <li>• <i>“The most significant similarity between Nazi Germany and Soviet Russia was that both had strong governments.”</i></li> </ul>		<b>Examples that earn this point:</b> <b>Establish a line of reasoning that evaluates the topic of the prompt</b> <ul style="list-style-type: none"> <li>• <i>“The most significant similarity between Nazi Germany and the Soviet Union was that both adopted leadership cults centered on a supposedly all-knowing and unchallengeable leader.”</i></li> </ul> <b>Establish a line of reasoning that evaluates the topic of the prompt with analytic categories</b> <ul style="list-style-type: none"> <li>• <i>“The main similarity between the regimes was in their willingness to commit mass murder in order to advance their political goals, even if those goals were in opposition to one another.”</i></li> <li>• <i>“The most significant similarity between Nazi Germany and Soviet Russia in the interwar periods were that they were both totalitarian countries which were attempting to fix their damaged economies.”</i></li> </ul> <b>Establish a line of reasoning</b> <ul style="list-style-type: none"> <li>• <i>“The most significant similarity between the two regimes was that they were both authoritarian systems of government.”</i> (Minimally acceptable thesis/claim)</li> </ul>
<b>Additional Notes:</b> <ul style="list-style-type: none"> <li>• The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs).</li> <li>• The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period.</li> </ul>		

Reporting Category	Scoring Criteria			
<p><b>Row B</b> <b>Contextualization</b>  (0-1 points)</p>	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Describes a broader historical context relevant to the prompt.</p>		
<b>Decision Rules and Scoring Notes</b>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>• Provide an overgeneralized statement about the time period referenced in the prompt.</li> <li>• Provide context that is not relevant to the prompt.</li> <li>• Provide a passing phrase or reference.</li> </ul> <p><b>Examples that do not earn this point:</b></p> <p><b>Provide an overly generalized attempt at contextualization</b></p> <ul style="list-style-type: none"> <li>• <i>“The First World War devastated Europe.”</i></li> <li>• <i>“Europe went through many political changes after the First World War.”</i></li> </ul> <p><b>Provide context that is not relevant to the prompt</b></p> <ul style="list-style-type: none"> <li>• <i>“Communism was flooding the Eastern European nations one by one in the early to mid-19<sup>th</sup> century.”</i></li> </ul> <p><b>Provide a passing phrase or reference</b></p> <ul style="list-style-type: none"> <li>• <i>“Communism was an idea influenced by Marx’s writings.”</i></li> <li>• <i>“Hitler was a veteran of the First World War.”</i></li> </ul> </td> <td style="width: 50%; padding: 5px;"> <p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>• Accurately describe a context relevant to a similarity between the regimes of Nazi Germany and Soviet Russia in the interwar period.</li> </ul> <p><b>Examples of relevant context that earn this point include the following if appropriate elaboration is provided:</b></p> <ul style="list-style-type: none"> <li>• The First World War</li> <li>• Marxism</li> <li>• The 1905 Revolution</li> <li>• War Reparations</li> <li>• Age of Anxiety</li> <li>• Great Depression</li> <li>• Weimar Republic</li> <li>• Treaty of Versailles</li> </ul> <p><b>Examples of acceptable contextualization:</b></p> <ul style="list-style-type: none"> <li>• <i>“The devastation inflicted by the First World War and the Russian Civil War that followed gave Lenin and later Stalin the opportunity to portray the Bolsheviks as rebuilders of Russia.”</i></li> <li>• <i>“Both Germany and Russia suffered large territorial losses at the end of the war, especially as the state of Poland was recreated as part of the Treaty of Versailles.”</i></li> </ul> </td> </tr> </table>			<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>• Provide an overgeneralized statement about the time period referenced in the prompt.</li> <li>• Provide context that is not relevant to the prompt.</li> <li>• Provide a passing phrase or reference.</li> </ul> <p><b>Examples that do not earn this point:</b></p> <p><b>Provide an overly generalized attempt at contextualization</b></p> <ul style="list-style-type: none"> <li>• <i>“The First World War devastated Europe.”</i></li> <li>• <i>“Europe went through many political changes after the First World War.”</i></li> </ul> <p><b>Provide context that is not relevant to the prompt</b></p> <ul style="list-style-type: none"> <li>• <i>“Communism was flooding the Eastern European nations one by one in the early to mid-19<sup>th</sup> century.”</i></li> </ul> <p><b>Provide a passing phrase or reference</b></p> <ul style="list-style-type: none"> <li>• <i>“Communism was an idea influenced by Marx’s writings.”</i></li> <li>• <i>“Hitler was a veteran of the First World War.”</i></li> </ul>	<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>• Accurately describe a context relevant to a similarity between the regimes of Nazi Germany and Soviet Russia in the interwar period.</li> </ul> <p><b>Examples of relevant context that earn this point include the following if appropriate elaboration is provided:</b></p> <ul style="list-style-type: none"> <li>• The First World War</li> <li>• Marxism</li> <li>• The 1905 Revolution</li> <li>• War Reparations</li> <li>• Age of Anxiety</li> <li>• Great Depression</li> <li>• Weimar Republic</li> <li>• Treaty of Versailles</li> </ul> <p><b>Examples of acceptable contextualization:</b></p> <ul style="list-style-type: none"> <li>• <i>“The devastation inflicted by the First World War and the Russian Civil War that followed gave Lenin and later Stalin the opportunity to portray the Bolsheviks as rebuilders of Russia.”</i></li> <li>• <i>“Both Germany and Russia suffered large territorial losses at the end of the war, especially as the state of Poland was recreated as part of the Treaty of Versailles.”</i></li> </ul>
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<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• The response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question.</li> <li>• To earn this point, the context provided must be more than a phrase or reference.</li> </ul>				

Reporting Category	Scoring Criteria		
<b>Row C Evidence</b>  <b>(0-2 points)</b>	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Provides specific examples of evidence relevant to the <b>topic</b> of the prompt.	<b>2 points</b> Supports an <b>argument</b> in response to the prompt using specific and relevant examples of evidence.
<b>Decision Rules and Scoring Notes</b>			

Reporting Category	Scoring Criteria		
<p><b>Row D</b> <b>Analysis and Reasoning</b>  (0-2 points)</p>	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Uses historical reasoning (e.g., comparison, causation, continuity, and change) to frame or structure an argument that addresses the prompt.</p>	<p><b>2 points</b> Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.</p>
Decision Rules and Scoring Notes			
<p><b>Responses that do not earn points:</b></p> <ul style="list-style-type: none"> <li>• May include evidence but offer no reasoning to connect the evidence to an argument.</li> <li>• May assert the use of historical reasoning but do not use it to frame or structure an argument.</li> </ul>	<p><b>Responses that earn 1 point:</b></p> <ul style="list-style-type: none"> <li>• Must demonstrate the use of historical reasoning to frame or structure an argument that addresses the similarity between the regimes of Nazi Germany and Soviet Russia in the interwar period, although the reasoning may be uneven, limited, or imbalanced.</li> </ul>	<p><b>Responses that earn 2 points:</b> May demonstrate a complex understanding in a variety of ways, such as:</p> <ul style="list-style-type: none"> <li>• Explaining the nuance of an issue by analyzing multiple variables.</li> <li>• Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects.</li> <li>• Explaining relevant and insightful connections within and across periods.</li> <li>• Confirming the validity of an argument by corroborating multiple perspectives across themes.</li> <li>• Qualifying or modifying an argument by considering diverse or alternative views or evidence.</li> </ul>	

<p><b>Examples that do not earn points:</b></p> <p><b>Provide evidence but offer no reasoning to connect the evidence to an argument</b></p> <ul style="list-style-type: none"> <li>• <i>“The Bolsheviks were influenced heavily by Marx and Engels’ Communist Manifesto.”</i></li> <li>• <i>“Hitler outlined many of his ideas in his book Mein Kampf.”</i></li> </ul>	<p><b>Using a historical thinking skill to frame or structure an argument could include:</b></p> <ul style="list-style-type: none"> <li>• Using comparative reasoning to explain significant similarities between the development of authoritarian regimes in Russia and Germany during the interwar period.</li> <li>• Structuring an argument thematically to highlight similarities in different categories, such as economic planning, foreign policy, or ideology.</li> <li>• Arranging an argument to recount developments over the course of the period showing change over time in the similarities between the two regimes.</li> </ul> <p><b>Examples of acceptable use of historical reasoning:</b></p> <ul style="list-style-type: none"> <li>• <i>“The persecution of minorities was a key similarity between the two regimes in the interwar period.”</i> (Uses comparative reasoning to explain a significant similarity between the regimes of Nazi Germany and Soviet Russia in the interwar period. This statement would need to be followed with at least a minimal elaboration of this reasoning.)</li> <li>• <i>“The cult of personality around Hitler and Stalin was very similar in the 1930s.”</i> (Uses comparative reasoning to explain a significant similarity between the regimes of Nazi Germany and Soviet Russia in the interwar period. This statement would need to be followed with at least a minimal elaboration of this reasoning.)</li> </ul>	<p><b>Demonstrating complex understanding might include any of the following if appropriate elaboration is provided:</b></p> <ul style="list-style-type: none"> <li>• Explaining continuities in the similarities between communist and fascist states later in the twentieth century. (Provides insightful connections within and across periods)</li> <li>• Explaining how their similarities contributed to cooperation between the two regimes in some cases in spite of their ideological antipathy. (Explains nuance, multiple variables)</li> <li>• Evaluating whether the differences between the two regimes were more significant than the similarities. (Qualifies or modifies an argument)</li> <li>• Considering different thematic similarities between the two regimes, such as economics, culture, etc. (Confirms the validity of an argument by corroborating multiple perspectives across themes)</li> </ul> <p><b>Example of demonstrating a complex understanding:</b></p> <ul style="list-style-type: none"> <li>• The response considers evidence of a counter-argument that acknowledges nuances in similarities. The response develops a discussion of the ideological <i>differences</i> between fascism and communism in addition to the similarities; this adds nuance and complexity to the argument made in the response. (Makes an argument that adds nuanced understanding)</li> </ul>
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.</li> </ul>		

Important: Completely fill in the circle that corresponds to the question you are answering on this page.

Mandatory  
Question 1

Question 2

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Question 3

Question 4

Begin your response to each question at the top of a new page. Do not skip lines.

After World War I, both Germany and Russia were in a poor economic state and felt isolated. This was because they had lost the war and were not ~~not~~ even allowed to attend the peace talks, meaning they had been ignored by the rest of Europe. Additionally, Germany had been made to pay billions in reparations, further ruining the economy. During the interwar years, the two nations began to return to power for a multitude of reasons. Although Germany and Russia were unique nations in the interwar years, they shared a significant similarity in their leaders as Hitler and Stalin respectively since they both consolidated power in their countries, ~~embodied their political ideologies~~, and ~~more~~ were determined to crush political dissidents, and embodied their respective political ideologies.

Although they were in different societies, both Hitler and Stalin were able to successfully consolidate power in their countries. Hitler led the Nazi Party, which took advantage of the failing Weimar Republic. The government in Germany was seen to have saddled Germany with the Treaty of Versailles, so the German people blamed it for the economic situation of the country. Also, since Germany was made to take the blame for the entirety of the ~~the~~ war, the German people blamed the Weimar Republic for this humiliation. Hitler convinced the German people that he and the Nazi Party would be able to improve the economic situation of the country and return Germany to its former glory. This won him the support of many and he was able ~~to~~ to become chancellor of Germany and a dictator. In Russia, Stalin was already a prominent figure when it came to politics, so when Lenin died it was between him and Trotsky to see who would lead the nation. Stalin was victorious over ~~Trotsky~~ Trotsky, claiming all power for himself, exiling and later executing ~~Trotsky~~ Trotsky in Mexico. Without his ~~major~~ major rival, Stalin became a dictator in ~~Russian~~ Russia.

Page 4

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Like any ruler, both Hitler and Stalin encountered political dissidents during their rule. However, rather than allow them to grow and potentially overthrow them, both Hitler and Stalin nipped any potential revolution in the bud. Hitler used his ~~storm~~ stormtroopers, the SA, to monitor activity throughout Germany. If anybody did something anti-Nazi, they would be put on trial and potentially killed. By doing this, Hitler ensured that everyone remained loyal to him since those that were not were killed. Stalin's version of this was the Great Purges, which ~~was~~ saw the execution of thousands of Russian political figures. This was done so that Stalin would have no rivals to his power, something that was definitely achieved as he was able to rule until the day he died. These examples show how Hitler and Stalin were both set on ~~the~~ maintaining their power to the point that they ~~would~~ would kill anyone who got in their way.

Hitler and Stalin both embodied their political ideologies. As a fascist, Hitler ruled over Germany with absolute control and instilled his beliefs in ~~everyone~~ everyone. For example, ~~the~~ the greeting of ~~"Heil Hitler"~~ "Heil Hitler" was made mandatory for everyone so it ~~made~~ made everyone seem like a Nazi. However, it also spurred nationalistic sentiment ~~since~~ since ~~everyone was greeting each other~~ when people greeted each other they were always reminded of their nation. Hitler also utilized propaganda to fuel nationalistic sentiment. This drew people in to support him since they saw ~~him~~ him as fighting for their homeland, a nationalistic ~~feeling~~ feeling that was a major part of fascism. Stalin on the other hand embodied communism wholeheartedly, especially when it came to Russia. Unlike Trotsky, Stalin wanted to grow the power of communism in Russia specifically. This was so that an extremely powerful communist state ~~that~~ would ~~be~~ be born. Stalin's policy of collectivization is a great example of how he embodied communism. Rather than let private industry survive, he had the government collect ~~the~~ and redistribute all the

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Question 1



Question 2



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Question 3



Question 4



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grain grown by peasants. This is a direct adherence to communism, which is all about the government regulating everything. This same communist sentiment was shown when Stalin abandoned Lenin's New Economic ~~Policy~~ ~~Policy~~ Policy. This is because it allowed for petty industry to remain private. This meant that peasants would be able to grow crops for themselves, something not allowed in communism. For this reason, Stalin got rid of the NEP, showing his strict adherence to his political ideology. ~~Both Hitler and Stalin~~ While Hitler and Stalin did have differing ~~ideas~~ ideologies, the fact that they embodied them so well shows how they were similar.

By combining ~~the~~ the main ~~the~~ similarities between Hitler and Stalin, it is clear that they were ~~both~~ both absolute ~~of~~ rulers. Their sole consolidation of power is similar to that of Louis XIV. Louis diluted the nobility by selling titles, appointed as minister, and made the French army answer directly to him. His consolidation of power is similar to Hitler's and Stalin's because these three were able to rule their countries all by themselves. Hitler and Stalin were even more similar when it came to ~~silencing~~ silencing dissidents. Both were determined to maintain their control so they took out any ~~of~~ ~~of~~ opponents. They were also perfect embodiments of their ~~ideology~~ ideologies and implemented them into their nations ~~perfectly~~ perfectly. Because of these similar traits and actions, it is clear that the leaders of Nazi Germany and Soviet Russia, Hitler and Stalin respectively, were the most significant similarity between the two regimes.

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The interwar period ~~was~~ contained events such as the Great Depression and devastated many countries. Germany was influenced the most due to the Versailles Treaty, which ~~allowed~~ Hitler used to his advantage. In Soviet Russia, a similar incident occurred with Stalin. The most significant similarity between the regimes of Nazi Germany and Soviet Russia in the interwar period ~~was~~ was their totalitarianism, under Hitler and Stalin's dictatorships, due to the Great Depression, and are fascist governments.

The most significant similarity between the regimes of Nazi Germany and Soviet Russia in the interwar period was their totalitarianism, under the dictatorships of Hitler and Stalin. Hitler was the dictator of Nazi Germany, he was elected into ~~as~~ as president and then was elected temporary dictator for four years to improve Germany's economy. ~~Similarly,~~ However, Hitler never gave up his power as a dictator, he would also use propaganda to support his cause. Similarly, Stalin became dictator of Soviet Russia. ~~However, he~~ Stalin was also president, then became temporary dictator. ~~that~~ He also refused to give up his power. Both of the dictators ~~also~~ had a totalitarian regime, in that whatever they said is what happened. No one could go against them. For example, Hitler had the SS that would spy on the people of

Page 5

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Germany and arrest them if they went against Hitler.

The most significant similarity between the regimes of Nazi Germany and Soviet Russia in the interwar period would be their totalitarianism, that was due to the Great Depression. Economically depressed nations are more vulnerable to totalitarian regimes. Hitler In Nazi Germany, Hitler's Nazi Party began with only 7 members, in which he expanded exponentially. The Hitler's use of propaganda in ~~radios~~ and ~~newspapers~~ things like radios and newspapers and film allowed for the Nazi party to expand. As a result, Hitler was elected president, then became a totalitarian ruler. Similarly, Stalin in Soviet Russia used propaganda to support his cause and become a dictator. Both rulers were appointed dictators to help the economy due to the economic depression. They eventually would boost the economy with laws and regulations that no one could question.

The most significant similarity between the regimes of Nazi Germany and Soviet Russia in the interwar period would be their totalitarianism that was fascist. For example, Hitler and his Nazi Party were fascist and ruled as such. Similarly Stalin, ruled in a fascist manner. Both Nazi Germany and Soviet Russia were on the same side of the Cold War

Page 6

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in the interwar period as well. They were both on the fascist side of the Berlin Wall. The people in both Nazi Germany and Soviet Russia were forced to be fascist or they would be imprisoned due to the totalitarian regime.

In conclusion, the most significant similarity between the regimes of Nazi Germany and Soviet Russia in the interwar period would be their totalitarianism, under the dictatorships of Hitler and Stalin, due to the Great Depression, and are fascist.

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During the interwar period, Nazi Germany and Soviet Russia both had ~~similar aspects~~ common aspects. At the time, Hitler was the leader of Nazi Germany and he hated communists. He preferred a Fascist government compared to the socialist system Russia had. Although they had some differences, both Nazi Germany and Soviet Russia were led by totalitarian rulers. ~~They~~

In Russia, Stalin had total control over everything. He used his influence to carry out genocide such as his infamous purges. He was considered brutal and unrelenting among Russia. Hitler was similar in the sense that he had massive influence over Germany. He used his power to get what he wanted. Although in the interwar period, he had not carried it out, he had plan to commit mass genocide of multiple minorities, most notably, the Jews. Both totalitarian ruler used their power to carry out massive projects such as Stalin's purges and Hitler's Holocaust.

Both Nazi Germany and Soviet Russia had massively influential totalitarian leaders who were brutal in their decision making. Due to both leaders' violent nature, they are both considered to be the same in the sense of their morality. The leader of each country were the biggest similarity between Nazi Germany and Soviet Russia.

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0042299



## Question 4—Long Essay Question

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

### Overview

The Long Essay Question (LEQ) asks students to formulate a thesis/argument in response to a prompt about a particular historical development or episode in European history. In 2022 each LEQ asked students to determine the most significant similarity or difference between historical events or processes in European history. LEQs require students to formulate arguments, utilize evidence, address historical context, and display an ability to employ historical reasoning skills. In the case of LEQ 4, responses were expected to demonstrate historical reasoning, especially analyzing the most significant similarity between Nazi Germany and Soviet Russia during the interwar period (Key Concept 4.1.III). Responses were expected to relate the topic of the prompt to the broader historical events, developments, or processes that occur before, during, or continue after the time frame specified in the prompt. Responses were expected to provide specific examples of evidence relevant to the topic of totalitarianism as well as ideologies (fascism and communism) and practices associated with political extremism (propaganda, persecution of minority groups and rivals, secret police) during the interwar period and to use this specific historical evidence to support an argument in response to the prompt.

Responses were expected to demonstrate the use of historical reasoning to frame or structure an argument that addresses the prompt, and although the prompt directed students toward the historical reasoning process of comparison, responses could also frame additional arguments around other types of historical reasoning (causation). Responses were expected to demonstrate a complex understanding of the similarities and differences of totalitarianism during the interwar period. This demonstration of understanding could be achieved in various ways, for instance, by comparing and contrasting fascism and communism with specificity. Responses could also explain relevant and insightful connections across time by citing earlier antecedents of totalitarianism prior to the 20<sup>th</sup> century or extending the discussion to include the success or failure of totalitarian regimes in the post-World War II era. Responses were assessed on the extent to which they performed in the following four categories: thesis and/or claim, contextualization, evidence, and analysis and reasoning.

### Sample: 4A

**Score: 6**

**Thesis/Claim: 1**

**Contextualization: 1**

**Evidence: 2**

**D. Analysis and Reasoning (0–2 points): 2**

**A. Thesis/Claim (0–1 points): 1**

The response earned 1 point for thesis because, in the first paragraph, it identifies Germany's and Russia's need to consolidate power and eliminate political opposition, as well as the identification of their respective leaders with the ruling ideology of each country.

## Question 4—Long Essay Question (continued)

### B. Contextualization (0–1 points): 1

The response earned 1 point for contextualization in the first paragraph for addressing both Germany and Russia’s diplomatic isolation and Germany’s economic distress after World War I.

### C. Evidence (0–2 points): 2

#### Providing Specific Examples of Evidence

The response earned 1 point for providing evidence by mentioning several specific actions taken by both governments to encourage nationalism (economic, cultural, and political) and silence political opponents in the second, third, and fourth paragraphs.

#### Using Specific Evidence in Support of a Relevant Argument

The response earned 1 point for evidence in support of an argument because it marshals several specific pieces of evidence to establish both regimes as totalitarian states.

### D. Analysis and Reasoning (0–2 points): 2

#### Using Historical Reasoning

The response earned 1 point for using historical reasoning to frame or structure an argument for creating a sustained comparative analysis of how the Nazi and Soviet regimes exercised control and power over their respective nations.

#### Demonstrating Complex Understanding

The response earned 1 point for demonstrating a complex understanding with relevant and insightful connections throughout, including a discussion of the absolutist practices of Louis XIV in eighteenth-century France in the last paragraph.

**Sample: 4B**

**Score: 4**

**Thesis/Claim: 1**

**Contextualization: 1**

**Evidence: 1**

**Analysis and Reasoning: 1**

### A. Thesis/Claim (0–1 points): 1

The response earned 1 point for thesis because it establishes a line of reasoning in the first paragraph that the most significant similarity between the two regimes was their totalitarian nature.

### B. Contextualization (0–1 points): 1

The response earned 1 point for contextualization by addressing the Great Depression and the Treaty of Versailles.



## Question 4—Long Essay Question (continued)

### C. Evidence (0–2 points): 1

#### Providing Specific Examples of Evidence

The response earned 1 point for providing evidence by mentioning Hitler’s use of the SS to spy on his people and the use of propaganda through radio broadcasts and newspapers by both Stalin and Hitler.

#### Using Specific Evidence in Support of a Relevant Argument

The response did not earn a point for specific evidence in support of an argument because the examples are not applied to both regimes to illustrate a similarity.

### D. Analysis and Reasoning (0–2 points): 1

#### Using Historical Reasoning

The response earned 1 point for using historical reasoning to frame or structure an argument that compares totalitarian dictators and the use of propaganda by both regimes.

#### Demonstrating Complex Understanding

The response did not earn a point for demonstrating a complex understanding that extends the discussion by providing nuance, multiple perspectives, or insightful connections to other historical periods. The comparison of the totalitarianism of Hitler and Stalin is largely linear.

#### Sample: 4C

Score: 2

Thesis/Claim: 1

Contextualization: 0

Evidence: 1

D. Analysis and Reasoning (0–2 points): 0

### A. Thesis/Claim (0–1 points): 1

The response earned 1 point for thesis/claim because, at the end of the first paragraph, it identifies both Nazi Germany and Soviet Russia as being led by a totalitarian ruler.

### B. Contextualization (0–1 points): 0

The response did not earn a point for contextualization because it makes no attempt to establish a connection to broader historical developments and events that would relate to the prompt.

### C. Evidence (0–2 points): 1

#### Providing Specific Examples of Evidence

The response earned 1 point for providing evidence by mentioning Stalin’s purges and Hitler’s plan for the eventual Holocaust.

### **Question 4—Long Essay Question (continued)**

#### **Using Specific Evidence in Support of a Relevant Argument**

The response did not earn a point for specific evidence in support of an argument because the examples are extremely brief and do not contribute to an extended discussion of the establishment of totalitarian rule under Hitler and Stalin.

#### **D. Analysis and Reasoning (0–2 points): 0**

#### **Using Historical Reasoning**

The response did not earn a point for using historical reasoning because it provides minimal structure for an incomplete argument.

#### **Demonstrating Complex Understanding**

The response did not earn a point for demonstrating complex understanding because it does not provide an extended argument that offers insightful connections across time or nuance in their comparison.