

2023



AP[®] European History

Sample Student Responses and Scoring Commentary Set 1

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Question 4: Long Essay Question, Political Instability Continuity

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the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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 change in the sources of political instability in Europe during the 1900s.

Reporting Category	Scoring Criteria	
<p>Row A Thesis/Claim (0-1 points)</p>	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.</p>
Decision Rules and Scoring Notes		
<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • Are not historically defensible. • Only restate or rephrase the prompt. • Do not respond to the prompt. • Do not establish a line of reasoning. • Are overgeneralized. 		<p>Responses that earn this point: Provide a historically defensible thesis or claim about the most significant change in the sources of political instability in twentieth-century Europe. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.</p>
<p>Examples that do not earn this point:</p> <p>Do not focus on the topic of the prompt</p> <ul style="list-style-type: none"> • <i>“The most significant changes in the effects of political instability was the creation of international organizations such as the UN.”</i> <p>Do not provide a historically defensible claim</p> <ul style="list-style-type: none"> • <i>“The most significant change in the sources of European political instability in the twentieth century was Europe’s lack of economic growth.”</i> <p>Provide a historically defensible claim, but do not establish a line of reasoning</p> <ul style="list-style-type: none"> • <i>“The twentieth century was a period of intense international conflict, including two world wars.”</i> <p>Restate the prompt or are overgeneralized</p> <ul style="list-style-type: none"> • <i>“Politics in the 20th Century showed significant change, as many things changed while there were also significant continuities.”</i> • <i>“The changes in Europe’s politics are more significant than the continuities.”</i> 		<p>Examples that earn this point:</p> <p>Establish a line of reasoning that evaluates the topic of the prompt</p> <ul style="list-style-type: none"> • <i>“The most significant change in twentieth-century political instability was the emergence of radical nationalist ideologies such as Nazism and fascism.”</i> <p>Establish a line of reasoning that evaluates the topic of the prompt with analytic categories</p> <ul style="list-style-type: none"> • <i>“The most significant change in sources was the economic pressures resulting from the First World War and the Great Depression, which helped fuel radical movements on both the left and the right in the interwar period.”</i> <p>Establish a line of reasoning</p> <ul style="list-style-type: none"> • <i>“The most significant change in twentieth century political instability was the threat posed by communism after the Bolshevik Revolution.”</i> (Minimally acceptable thesis/claim)
<p>Additional Notes:</p> <ul style="list-style-type: none"> • 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). • The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period. 		

Reporting Category	Scoring Criteria			
<p>Row B Contextualization (0-1 points)</p>	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Describes a broader historical context relevant to the prompt.</p>		
Decision Rules and Scoring Notes				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • Provide an overgeneralized statement about the time period referenced in the prompt. • Provide context that is not relevant to the prompt. • Provide a passing phrase or reference. <p>Examples that do not earn this point:</p> <p>Provide an overly generalized attempt at contextualization</p> <ul style="list-style-type: none"> • <i>“There were numerous reasons for political instability in the 1900s.”</i> • <i>“Political instability grew in the nineteenth century.”</i> <p>Provide a passing phrase or reference</p> <ul style="list-style-type: none"> • <i>“Nationalism grew in the 1800s.”</i> </td> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p>Responses that earn this point: Accurately describe a context relevant to the most significant change in the sources of political instability in twentieth-century Europe.</p> <p>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> • The rise of political ideologies (conservatism, liberalism, etc.) • The growth and spread of nationalism • Karl Marx/Marxism • Second Industrial Revolution • Reform movements such as suffrage • Political instability in nineteenth-century Europe • Expansion of media and education <p>Examples of acceptable contextualization:</p> <ul style="list-style-type: none"> • <i>“The spread of new types of media throughout the century, such as radio, television, and the internet, facilitated the spread of ideas, and provided new means to propagandize.”</i> • <i>“The Nineteenth century saw a great deal of instability, as nationalism and industrialization contributed to revolutionary outbreaks like 1848 and the Paris Commune.”</i> • <i>“Marxism had developed in the 1800 as a major source of revolutionary movements.”</i> (Minimally acceptable contextualization) </td> </tr> </table>			<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • Provide an overgeneralized statement about the time period referenced in the prompt. • Provide context that is not relevant to the prompt. • Provide a passing phrase or reference. <p>Examples that do not earn this point:</p> <p>Provide an overly generalized attempt at contextualization</p> <ul style="list-style-type: none"> • <i>“There were numerous reasons for political instability in the 1900s.”</i> • <i>“Political instability grew in the nineteenth century.”</i> <p>Provide a passing phrase or reference</p> <ul style="list-style-type: none"> • <i>“Nationalism grew in the 1800s.”</i> 	<p>Responses that earn this point: Accurately describe a context relevant to the most significant change in the sources of political instability in twentieth-century Europe.</p> <p>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> • The rise of political ideologies (conservatism, liberalism, etc.) • The growth and spread of nationalism • Karl Marx/Marxism • Second Industrial Revolution • Reform movements such as suffrage • Political instability in nineteenth-century Europe • Expansion of media and education <p>Examples of acceptable contextualization:</p> <ul style="list-style-type: none"> • <i>“The spread of new types of media throughout the century, such as radio, television, and the internet, facilitated the spread of ideas, and provided new means to propagandize.”</i> • <i>“The Nineteenth century saw a great deal of instability, as nationalism and industrialization contributed to revolutionary outbreaks like 1848 and the Paris Commune.”</i> • <i>“Marxism had developed in the 1800 as a major source of revolutionary movements.”</i> (Minimally acceptable contextualization)
<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • Provide an overgeneralized statement about the time period referenced in the prompt. • Provide context that is not relevant to the prompt. • Provide a passing phrase or reference. <p>Examples that do not earn this point:</p> <p>Provide an overly generalized attempt at contextualization</p> <ul style="list-style-type: none"> • <i>“There were numerous reasons for political instability in the 1900s.”</i> • <i>“Political instability grew in the nineteenth century.”</i> <p>Provide a passing phrase or reference</p> <ul style="list-style-type: none"> • <i>“Nationalism grew in the 1800s.”</i> 	<p>Responses that earn this point: Accurately describe a context relevant to the most significant change in the sources of political instability in twentieth-century Europe.</p> <p>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> • The rise of political ideologies (conservatism, liberalism, etc.) • The growth and spread of nationalism • Karl Marx/Marxism • Second Industrial Revolution • Reform movements such as suffrage • Political instability in nineteenth-century Europe • Expansion of media and education <p>Examples of acceptable contextualization:</p> <ul style="list-style-type: none"> • <i>“The spread of new types of media throughout the century, such as radio, television, and the internet, facilitated the spread of ideas, and provided new means to propagandize.”</i> • <i>“The Nineteenth century saw a great deal of instability, as nationalism and industrialization contributed to revolutionary outbreaks like 1848 and the Paris Commune.”</i> • <i>“Marxism had developed in the 1800 as a major source of revolutionary movements.”</i> (Minimally acceptable contextualization) 			
<p>Additional Notes:</p> <ul style="list-style-type: none"> • 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. • To earn this point, the context provided must be more than a phrase or reference. 				

Reporting Category	Scoring Criteria		
Row C Evidence (0-2 points)	0 points Does not meet the criteria for one point.	1 point Provides specific examples of evidence relevant to the topic of the prompt.	2 points Supports an argument in response to the prompt using specific and relevant examples of evidence.
Decision Rules and Scoring Notes			
Responses that do not earn points: <ul style="list-style-type: none"> • Identify a single piece of evidence. • Provide evidence that is not relevant to the topic of prompt. • Provide evidence that is outside the time period or region specified in the prompt. • Repeat information that is specified in the prompt. Examples that do not earn points: Provide evidence that is outside the time period <ul style="list-style-type: none"> • <i>“Brexit showed the limits of the European Union in the face of nationalism.”</i> 	Responses that earn 1 point: Identify at least two <u>specific historical examples</u> relevant to the topic of the most significant change in the sources of political instability in twentieth-century Europe. Examples of evidence that are specific and relevant include the following (two examples required): <ul style="list-style-type: none"> • The Bolshevik Revolution • Collapse of Ottoman and Austrian Empires • The World Wars • Versailles Treaty • Decolonization • The Great Depression • Fascism and Nazism • Collapse of Communism • Yugoslav Wars • 1968 • Soviet interventions • Cold War • Communist vs. Capitalist systems Example of a statement that earns one point for evidence: <ul style="list-style-type: none"> • <i>“The success of the 1917 Bolshevik Revolution in Russia inspired similar attempts at revolution in other parts of Europe, particularly in Germany in 1919, during the so-called Spartacist revolt, which was brutally put down by right-wing militias known as Freikorps.”</i> (Provides at least two specific pieces of historical evidence relevant to the prompt) 		Responses that earn 2 points: Use at least two <u>specific historical examples</u> to support an argument regarding the most significant change in the sources of political instability in twentieth-century Europe. Examples that successfully support an argument with evidence: <ul style="list-style-type: none"> • <i>“The 1905 Revolution in Russia was a warning shot to the Tsarist government that it needed reform. However, despite some superficial concessions, the Tsarist government failed to fix itself, helping pave the way for the 1917 revolutions that overthrew it and led to the communist takeover.”</i> (Functions as part of an argument that failed reform efforts provoked political instability) • <i>“European economic problems were a source of political instability. The 1929 stock market collapse and the resulting Depression led to the rise of the Nazis in Germany, and the collapse of other democracies in Eastern Europe.”</i> (Presents a topic sentence making a general statement about economic problems, followed by an example of an effect of economic problems on political stability) • <i>“After two World Wars, Western European leaders tried to apply lessons learned in the first half of the twentieth century. They created the EEC to bind nations together economically and stop the trade issues that had contributed to prior depressions. They also put in generous welfare policies in hopes of preventing the sort of radicalism that grew out of mass unemployment.”</i> (Presents a topic sentence making a general statement about economic policies, followed by two examples of postwar economic changes)

	<p>Additional Notes:</p> <ul style="list-style-type: none"> Typically, statements credited as evidence will be more specific than statements credited as contextualization. If a response has a multipart argument, then it can meet the threshold of two pieces of evidence by giving one example for one part of the argument and another example for a different part of the argument, but the total number of examples must still be at least two. 		
Reporting Category	Scoring Criteria		
Row D Analysis and Reasoning (0-2 points)	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Uses historical reasoning (e.g., comparison, causation, continuity, and change) to frame or structure an argument that addresses the prompt.</p>	<p>2 points 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>Responses that do not earn points:</p> <ul style="list-style-type: none"> May include evidence but offer no reasoning to connect the evidence to an argument. May assert the use of historical reasoning but do not use it to frame or structure an argument. 	<p>Responses that earn 1 point:</p> <p>Must demonstrate the use of historical reasoning to frame or structure an argument about the most significant change in the sources of political instability in twentieth-century Europe.</p>	<p>Responses that earn 2 points:</p> <p>May demonstrate a complex understanding in a variety of ways, such as:</p> <ul style="list-style-type: none"> Explaining the nuance of an issue by analyzing multiple variables. Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects. Explaining relevant and insightful connections within and across periods. Confirming the validity of an argument by corroborating multiple perspectives across themes. Qualifying or modifying an argument by considering diverse or alternative views or evidence.

<p>Examples that do not earn points:</p> <p>Provide evidence but offer no reasoning to connect the evidence to an argument</p> <ul style="list-style-type: none"> • <i>“The Bolshevik Revolution followed the prior revolution that replace the Tsar.”</i> • <i>“The uprising in Czechoslovakia in 1968 was known as Prague Spring.”</i> 	<p>Using a historical thinking skill to frame or structure an argument could include:</p> <ul style="list-style-type: none"> • Using continuity and change over time reasoning to explain the most significant change in the sources of political instability in twentieth-century Europe. • Structuring an argument thematically to highlight changes in different geographical areas of Europe, such as the emergence of new nationalist tensions in the Balkans. • Arranging an argument to recount developments over the course of the period showing structural changes. <p>Examples of acceptable use of historical reasoning:</p> <ul style="list-style-type: none"> • <i>“The fear of communist revolution was a key part of the political instability of the twentieth century, as the west saw Bolsheviks hiding everywhere.”</i> (Uses CCOT reasoning to highlight a change in the twentieth century; this statement would need to be followed with at least a minimal elaboration of this reasoning) • <i>“Germany represented the most significant change in the source of political instability as it would intensify competition among the European states for the strongest military power.”</i> (Uses CCOT reasoning to highlight how one state created political change and response in others) 	<p>Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> • Explaining differences in the changes in Europe’s political instability in the twentieth century in different parts of Europe. (Provides insightful connections within and across geographical spaces) • Explaining the interactions between continuities and changes during the twentieth century, such as changes in instability after the World Wars. (Explains nuance, multiple variables) • Evaluating whether the continuities in the twentieth century were more significant than the changes. (Qualifies or modifies an argument) • Considering economic and social changes during the twentieth century, and how they relate to political changes. (Confirms the validity of an argument by corroborating multiple perspectives across themes)
<p>Additional Notes: This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.</p>		

Political instability within Europe was often due to domestic conflict and the growing unrest of citizenship. Throughout the 1800s, many countries were able to keep their country stable through reforms, such as Britain. As many countries industrialized, the lack of protection for many citizens in laissez-faire capitalism led to revolts and revolutions. Mass politics changed the way governments work as it allowed for the common man to ask for a role in his country's politics and law-making. Growing liberal and socialist groups also urged many citizens to fight for their own rights and change the inhumane conditions they lived in. Although poor economies were often the cause for political instability during the 1900s, new issues such as international wars as well as consumerism and developments in communication were changes in the sources.

Economic distress on a nation is oftentimes the leading factor to political instability. After World War I, the Paris Peace treaties were harsh on Germany, forcing both a guilt clause, and a reparation of a couple million dollars. Due to the lack of money in most economies due to the war, this debt was extremely difficult on Germany, causing unrest among many citizens who felt like their government was not doing much to help them as taxes and prices rose to pay that debt. Things worsened for Germany and many other countries after the crash of the stock market in 1929 and the start of a recession known as the Great Depression. The Dawes plan caused many nations to rely on America to help pay their debts, and the economic distress of America led to many other countries dealing with economic issues. This caused unrest in Germany, and many other nations. Americans felt as though their government failed to protect them in the stock market and political instability grew as did distrust of the government.

The creation of a World War was eye-opening for many. It caused anxiety and the disillusionment of many individual of their own countries. During the interwar period, many felt as though nothing had matter, and the government had fought a war without thinking of its citizens. In Russia, during World War I, people became unhappy with the Tsar, as they fought a war where they lost more than they won. Eventually, this led to instability in the form of revolutionary groups and a revolt in 1905. Communist also began to take power, with Vladimir Lenin claiming, "Peace, Land, Bread". The importance of peace is shown as it is the first word in the slogan. Later stability would be found after the Treaty of Brest-Litovsk helped bring Russia out of the war, revealing the true power of war in destabilizing politics.

The development in consumer goods and communication became a leading cause for political instability due to the growing public desires of such. In the Soviet Union and Eastern bloc countries, it was difficult to acquire many consumer goods due to the metaphysical iron curtain that separated eastern and western Europe. Furthermore, communication through radios and television, would make it harder for propaganda and the control of information given to the public. People would be aware of many different opinions, as well as given information on different countries. They could form their own ideas on what government should look like, and compare that with their own. In countries such as the Eastern Bloc countries, or even previous European colonies, people would begin to push their governments to reform, and cause more political instability until it is done.

As Europe would grow and change, politics would have to keep up. If governments do not follow their people's wishes, political instability will continue to be an issue. In the late 1900s, the Soviet union would collapse due to these new sources, and many countries would be pushed to make reforms and decisions that could create better stabilization and ease public unrest. The internet and other developments will continue to change as these sources would allow people to see their governments as workers for them, rather than subjects of the government.

Political instability in Europe started prior to the 1900s whenever 19th century vocabulary like socialism, conservatism and liberalism emerged. Specifically nationalism sparked revolutions in France through the French Revolution by Napoleons firm dictatorship on France. This started the spread of nationalism throughout Europe. National Anthems were prominent during this time. They sparked nationalistic ideas throughout the countries.

At the start of the 1900s strong nationalistic ideas spread through European countries like Germany during the first world war. These ideas started racist ideals and friction between countries. Later on throughout the interwar period Hitler was slowly gaining power in Germany through his powerful and nationalistic speeches. The loss of pride in Germany after the first world war helped Hitler gain power by his radical promises and changes he was going to bring. This resparked the Germans peoples nationalistic views in Germany by believing that they were superior to the rest of Europe. Italy also went through a similiar situation. Italy did not gain as many rewards as they had thought that they were gonna get, which hurt their pride. Mussolini stepped in and promised that he would fix all of their problems. Both radical dictators used their ideals and their promises to sway the opinions of the citizens.

Political instability in the 1900s was caused by radical dictators who used nationalistic and promises ideas to sway public support, which caused both individuals to gain total dictatorship over each of their countries.

The most significant change in the sources of political instability in Europe is without a doubt is the rise of Fascism after the first world war.

As the Weimar republic was being created we saw it already began to fail, as the Allied demanded war reparations the Deutschmark started to lose its value as Germany began printing more bills in order to pay the massive debt it owed the allies. This created a state of hysteria and dreadful times as many German citizens needed bags full of cash in order to go shopping. The NAZI party began gaining momentum as they promised many things but also insured the German people that the reason for the hardships were not their fault. This caused many to support the party led by Adolf Hitler.

This led to many anti-semitist movements led by the Nazi SA or brown shirts which began to harass and assault those of Jewish descent such as marking businesses and forcing them to identify themselves. This anti-semitism was due to the Nazi party blaming the Jews as the reason they are going through hardships. As the Party grew in power and numbers Hitler attempted a take over of the Bavarian area specifically Munich, although the campaign failed and Hitler was sent to prison for 9 months it allowed him to gain popularity and ultimately led to his rise to power in 1933 as Chancellor of Germany. Once he became Chancellor we see a massive build up of the German Military although it was restricted by the League of Nations.

In Conclusion the most significant change in the sources of political instability was the Nazi's party's rise to power which ultimately led to the second world war and the murder of over 6 million Jews.

Long Essay Question 4

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

Overview

The Long Essay Question asked students to formulate a thesis, situate that thesis in a historical context, craft an argument supported with specific evidence, use historical reasoning, and modify or qualify that argument about a particular development in European History. In 2023, LEQ 4 required students to evaluate the most significant change in the source of political instability in Europe during the 1900s. The response did not have to encompass the entire century and could focus on one source of change leading to political instability in one portion of the century only; examples include from the 19th century to WWI, Interwar Years, post-World War II, or just the Cold War.

Responses were expected to provide a thesis that identified the most significant cause for political change during the 1900s and then establish a clear line of reasoning that explained how or when a new source of political instability arose, delineated sub-categories of the source of political instability, or stated how political instability shifted from one source to another source. Citing a shift from religious sources to secular sources of instability was not accepted as religious sources for instability pre-dated the 18th century for the most part.

Responses were expected to situate the argument within a specific historical context; this could be earned by highlighting how events or ideologies in the 19th century influenced the changes in the sources of political instability in the 20th century, by explaining events during the 20th century that impacted the changes in the sources of political instabilities, or by demonstrating that the change in the sources of political instability continued into the 21st century. Events prior to the late 18th century were not accepted as contextualization (Reformation Wars of Religion, Thirty Years' War, Seven Years' War, or Treaty of Augsburg) as they were too remote from the 20th century to establish context.

Responses were to identify two specific pieces of concrete evidence from the 20th century that addressed the most significant change in the source of political instability and then use those pieces of evidence to prove an argument that explained how an event, ideology, person, nation, or historical trend led to political instability in the 1900s. Responses subsequently were expected to use change over time reasoning to demonstrate how sources of political instability changed, to structure an argument to demonstrate how a source of political instability impacted two different geographical regions, or to establish how a source of political instability impacted two time periods in the 1900s. This could be accomplished through the use of topic sentences and closing warrants at the beginning and the end of a paragraph, or it could be accomplished by writing transitional sentences within one paragraph. Responses also were expected to demonstrate complex understanding of a change in the cause of political instability in the 1900s.

Long Essay Question 4 (continued)

Sample: 4A

Score: 6

Thesis: 1

Contextualization: 1

Evidence: 2

Analysis and Reasoning: 2

A. Thesis/Claim (0–1 points): 1

The response earned 1 point for thesis in the first paragraph. The response makes the claim that poor economies created political instability and establishes a clear line of reasoning in stating that new issues such as international wars, consumerism, and developments in communication emerged.

B. Contextualization (0–1 points): 1

The response earned 1 point for contextualization in the first paragraph. The response describes how in the 1800s, a lack of protection for citizens, laissez-faire economics, mass politics, and growing liberal and socialist groups set the stage for the changes in political instability in 20th-century Europe.

C. Evidence (0–2 points): 2

Providing Specific Examples of Evidence

The response earned 1 point for evidence in all three body paragraphs by using specific and relevant examples (Great Depression, Dawes Plan, Vladimir Lenin, and Treaty of Brest-Litovsk).

Using Specific Evidence in Support of a Relevant Argument

The response earned 1 point for using evidence in support of an argument in the second paragraph, explaining how the stipulations in the Treaty of Versailles and economic hardships led to unrest in Germany.

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

Using Historical Reasoning

The response earned 1 point for historical reasoning in all three body paragraphs. The response demonstrates that the economic conditions led to unrest in Germany, that economic distress led to a change in government in Russia, and that technological advancements led to political unrest in Eastern Europe during the Cold War.

Demonstrating Complex Understanding

The response earned 1 point for complex understanding by explaining that World War I led to political instability across geographical spaces (Germany and Russia). The response also demonstrates complexity by demonstrating, in the fourth paragraph, how technological changes relate to political changes. It explains how radios and televisions allowed more people to gain outside perspectives and demand reform, thereby causing political instability.

Long Essay Question 4 (continued)

Sample: 4B

Score: 4

Thesis: 1

Contextualization: 1

Evidence: 2

Analysis and Reasoning: 0

A. Thesis/Claim (0–1 points): 1

The response earned 1 point for thesis at the end of the essay. The response identifies the most significant change as radical dictators and establishes a clear line of reasoning by stating that the dictators used nationalism to “sway public support” and gain complete control over their nations.

B. Contextualization (0–1 points): 1

The response earned 1 point for contextualization in the first paragraph. The response describes how in the 1800s, nationalism and liberalism emerged, were spread by Napoleon, and sparked revolutions. The response then explains how this 19th-century nationalism was revived in the 20th century.

C. Evidence (0–2 points): 2

Providing Specific Examples of Evidence

The response earned 1 point for evidence by using specific evidence in the second paragraph (Hitler, Mussolini, and First World War).

Using Specific Evidence in Support of a Relevant Argument

The response earned 1 point for using evidence in support of an argument. In the second paragraph, the response uses Hitler and Mussolini as evidence to argue radical dictators used nationalism and political promises to “sway the opinions of the citizens” and gain power over the state.

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

Using Historical Reasoning

The response did not earn a point for historical understanding because even though the response identifies a significant source of political change in the 1900s, it does not elaborate how that source changes political instability specifically.

Demonstrating Complex Understanding

The response did not earn a point for complex understanding because there is no corroboration, qualification, or modification of the argument.

Long Essay Question 4 (continued)

Sample: 4C

Score: 3

Thesis: 1

Contextualization: 0

Evidence: 2

Analysis and Reasoning: 0

A. Thesis/Claim (0–1 points): 1

The response earned 1 point for thesis in the first paragraph. The response identifies the most significant change, specifically the rise of fascism, and establishes a clear line of reasoning by stating that the rise occurred after the First World War.

B. Contextualization (0–1 points): 0

The response did not earn a point for contextualization. Although the Weimar Republic is mentioned in the second paragraph, Weimar serves as a piece of evidence to support the argument of the response.

C. Evidence (0–2 points): 2

Providing Specific Examples of Evidence

The response earned 1 point for evidence by using specific evidence in the second paragraph (Weimar Republic, printing of Deutschmarks, Nazi Party, and Adolf Hitler).

Using Specific Evidence in Support of a Relevant Argument

The response earned 1 point for using evidence in support of an argument. In the second paragraph, the response argues that the Weimar Republic’s failures and war debts led to a “state of hysteria” allowing the Nazi Party to gain momentum and “caused many to support” Hitler.

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

Using Historical Reasoning

The response did not earn a point for historical understanding because even though the response identifies a significant source of political change in the 1900s, it does not elaborate how that source changes political instability specifically.

Demonstrating Complex Understanding

The response did not earn a point for complex understanding because there is no corroboration, qualification, or modification of the argument.