

2023



AP[®] European History

Sample Student Responses and Scoring Commentary Set 2

Inside:

Long Essay Question 4

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

Question 4: Long Essay Question, First vs. Second World War Economic Effects

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the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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 difference between the economic effects of the First World War and the economic effects of the Second World War.

Reporting Category	Scoring Criteria					
Row A Thesis/Claim (0–1 points)	0 points Does not meet the criteria for one point.	1 point Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.				
Decision Rules and Scoring Notes						
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<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				
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<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		
<p>Row C Evidence (0–2 points)</p>	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Provides specific examples of evidence relevant to the topic of the prompt.</p>	<p>2 points Supports an argument in response to the prompt using specific and relevant examples of evidence.</p>
Decision Rules and Scoring Notes			

Reporting Category	Scoring Criteria		
Row D Analysis and Reasoning (0–2 points)	0 points Does not meet the criteria for one point.	1 point Uses historical reasoning (e.g., comparison, causation, continuity, and change) to frame or structure an argument that addresses the prompt.	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.
Decision Rules and Scoring Notes			
	Responses that do not earn points: <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 does not use it to frame or structure an argument. 	Responses that earn 1 point: Must demonstrate the use of historical reasoning to frame or structure an argument that addresses the difference between the economic effects of the First World War and the economic effects of the Second World War, although the reasoning may be uneven, limited, or imbalanced.	Responses that earn 2 points: May demonstrate a complex understanding in a variety of ways, such as: <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 Soviet Union dominated Eastern Europe after the Second World War.”</i> 	<p>Using a historical thinking skill to frame or structure an argument could include:</p> <ul style="list-style-type: none"> • Using comparative reasoning to explain significant economic differences between the First and Second World Wars. • Structuring an argument geographically to highlight the differences between the economic effects in different parts of Europe. • Arranging an argument to recount differences over the course of the period showing change over time. <p>Examples of acceptable use of historical reasoning:</p> <ul style="list-style-type: none"> • <i>“The linking of national economies through free-trade zones was a key difference in the economic aftermath of the Second World war.”</i> (Uses comparative reasoning to explain a significant difference between the economic effects of the First World War and the economic effects of the Second World War. This statement would need to be followed with at least a minimal elaboration of this reasoning.) 	<p>Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> • Explaining changes in the level of difference of economic impacts into the late twentieth century, for instance by discussing the fall of communism and attempts to introduce free-market reforms in former Soviet bloc economies. (Provides insightful connections within and across periods) • Explaining the level of difference in different regions of Europe, for instance by making a nuanced comparison between economic changes in Eastern vs. Western Europe. (Explains nuance, multiple variables) • Evaluating whether the differences between the two conflicts’ economic effects were more significant than the similarities. (Qualifies or modifies an argument) • Considering the political changes and how they affected economic differences in Eastern vs. Western Europe. (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>		

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

Mandatory
Question 1

Question 2

Choose one
Question 3

Question 4

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

The development of nationalism and the industrial revolution ^{in the 19th century} would cause the formation of powerful nations, conflict and new military technology. The increased nationalism would ultimately lead to the first and second world war respectively. Although both wars resulted in massive ~~economic~~ destruction, ultimately the first world war worsened, while the second world war improved economic conditions drastically as the new economic theory, knowledge of past events, and political conditions contributed to it.

To begin, the new economic theory ^{that} developed within the interwar period accounted for the different economic effects. During the first world war, the destruction was immense and industry faltered. Following the war, the ^{Weimar} economy government of Germany along with all other countries believed that a reduction of government debt would help with economic downturn but that resulted in the catastrophe known as the great depression. After the development of new economic theory by ^{maynard keys} which explained the difference in economic effects, the countries following WW2 knew how to deal with economic issues.

Additionally, the knowledge of past events helped contribute to the 2nd world war helping and 1st worsening. After the first world war, Article 231 of the treaty of Versailles stated that Germany would take responsibility for the damage caused during WW1. This caused Germany to have to pay massive reparations for the destruction and inadvertently caused Hitler to come to power and plunge the world into world war II. After WWI, everyone had knowledge of what happened and worked to better Germany's economy as well as those of most European nations so as to not make the same mistake twice, which is why one war helped and the other worsened ^{economies}.

Finally, the existing political conditions of WW2 in comparison to WW1 helped contribute to the different economic effects. Not only did WW2 pull the US out of the great depression through deficit spending on military weapons production, following the war, fearing the influence of communism, the US enacted the Marshall plan, pouring

Page 4

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Mandatory
Question 1

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Choose one
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millions of dollars into the west bloc of Europe so as to make capitalism more appealing than communism. This greatly improved Economic conditions in Europe. However, following the first world war, the fear of the spread of communism didn't exist and nations were only concerned with getting revenge. Thus providing an explanation as to the difference of economic effects, the one after WW1 being terrible, and the one following WW2 being very beneficial.

WW1 and WW2 led to massive destruction, dislocation and death of people. But the economic effects that followed were different as ~~one~~ the first world war caused economic failure and the second, economic upturn due to the development of political theory, knowledge of past events and existing political conditions. Similarly to how the crusades would pull Europe out of the medieval ages and into the Renaissance, the first and second world war would pull Europe into a completely new information age that shapes the world we live in today.

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

Mandatory
Question 1



Question 2



Choose one

Question 3



Question 4



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

The most significant difference between the economic effects of the first WW and the economic effects of the second WW is how while the first WW was followed by rapid inflation and a crippled economy due to total war, the second WW had many social welfare and benefit programs put into place, along with financial aid ~~through~~ for Europe through the Marshall Plan.

The first WW was followed by the Great Depression, and governments didn't have enough due to just finishing a total war. Total war stripped a nation of its money and resources. The economy crashed, and the nation-wide banking system collapsed as well, since ~~the~~ people began withdrawing all ^{of} their money. Governments withdrew loans given to other countries, further contributing to the crash.

~~This~~ The Great Depression resulted in thousands of unemployed people and difficult times for the entirety of society.

While the second world war was also a time for economic rebuilding, the scale of economic destruction wasn't as terrible as the first WW had been. This is best demonstrated ⁱⁿ how the U.S. was actually able to send funds to Europe through the Marshall Plan to boost and facilitate the ~~the~~ European economy. Something like that would have been unthinkable after WWI, a time when every state was struggling for themselves. The government was also able to implement a multitude of social welfare ~~for~~ and benefit programs, such as an old age pension and healthcare for its people.

This is a stark difference against the life of people after WWI due to the economy. Life was a daily struggle with

Page 6

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Mandatory
Question 1

Question 2

Choose one
Question 3

Question 4

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

thousands unemployed. It would be several years before kids could eat candy again since sugar was rare - Rations would be given out only once a week - Life was bleak.

Use a pen with black or dark blue ink only. Do NOT write your name. Do NOT write outside the box.



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

Mandatory
Question 1

Question 2

Choose one
Question 3

Question 4

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

After the first World War, the Great Depression, which was a period in time of which the economy crashed, occurred in most if not all countries previously involved in the war. This was caused primarily by national debt from the war, lack of means for production, and a substantial decrease in trade, among other things. On the other hand, following WWII economic conditions were also poor along with mounting political tensions between nations. In both circumstances, poverty and unemployment were very common. However, there is a substantial difference between the economic effects of WWI versus WWII, and that is means of production. ~~The difference~~ Post-WWI and WWII societies ~~are~~ differ~~ed~~ in terms of what they produce, how they produce it, and how it affects the economy, making that the most significant difference in economic effect between the two.

~~After following the~~ One of the key ^{reasons} ~~factors~~ for economic depression following WWI was that the economy was not producing ~~the~~ the right product nor enough of that product. Many nations relied on small-scale agricultural production to keep their economy stable, ~~however~~ ^{but} at that time the only nations which were successful economically were the ones ~~to~~ implementing large-scale industrial production.

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~~In contrast~~ However most nations lacked the funds for such means of production, thus continuing to regress. In contrast, the period after WWII was quite different because at that point quite a few nations had already been industrialized, which aided in terms of employment and ~~stabilizing~~ ~~the~~ stabilizing the economy. Thus, the impact production had on countries after WWI versus WWII ^{was} significantly different.

Additionally, following WWI the items that were in demand were not agriculture-related for many, therefore economies could not rely on agriculture-based products for profit. After WWII, however, most nations were able to produce items ~~desire~~ desired by other nations for trade ~~is~~ due to an advancement in industrialization as compared to ~~the first world war~~ when the first World War occurred. In conclusion, the type of product being produced ~~was significantly~~ greatly differed in WWI than in WWII.

In conclusion, the means of production was the most significant difference in the economic effect in WWI vs. WWII because of what was produced, now it was produced

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Long Essay Question 4

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 2023, each LEQ asked students to determine the most significant difference between two 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, specifically analyzing the most significant economic difference between the post-World War I era and the post-World War II era. 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 the economic differences between the post-World War I and post-World War II eras and to use this specific 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 addressed the prompt, and although the prompt directed students toward the historical reasoning process of comparison, responses could also frame their arguments around other types of historical reasoning (continuity, causation, and change over time). Responses were expected to demonstrate a complex understanding of the economic differences between the post-World War I and post-World War II eras. This demonstration of understanding could be achieved in various ways. Responses could explain a variety of comparisons by analyzing the difference in economic conditions in Europe in the respective post-war eras, particularly regarding the economic instability created by the reparations demands of Germany after World War I as contrasted to the Marshall Plan-fueled economic rebuilding of Europe after World War II. Responses could also explain relevant and insightful connections across time by extending their argument about the post-war economic differences to analyze the distinctions between Western and Eastern Europe in the 1950s and 1960s. 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: 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 by arguing that economic conditions worsened after WWI and improved after WWII and by establishing a line of reasoning for economic differences between the two post-war eras.

Long Essay Question 4 (continued)

B. Contextualization (0–1 points): 1

The response earned 1 point for contextualization by discussing the Weimar Republic and the economic theories of John Maynard Keynes in the second paragraph.

C. Evidence (0–2 points): 2

Providing Specific Examples of Evidence

The response earned 1 point for specific evidence by using two relevant pieces of evidence (discussion of the Versailles Treaty Article 231 and reparations in paragraph three and the Marshall Plan in paragraph four).

Using Specific Evidence in Support of a Relevant Argument

The response earned 1 point for using evidence in support of an argument by providing evidence in every paragraph to support arguments. Paragraph two includes an argument on post-WWI economic devastation in Germany, including economic conditions for the rise of Hitler, and paragraph four has a detailed argument on American post-WWII economic intervention in Europe.

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

Using Historical Reasoning

The response earned 1 point for using historical reasoning by framing a comparative argument around the difference between post-WWI and post-WWII economic conditions, primarily through a discussion of post-WWI German punishment versus post-WWII fears of a return to totalitarian dictatorship leading to economic intervention and stability.

Demonstrating Complex Understanding

The response earned 1 point for complexity in the final body paragraph because it successfully explains (through different variables) how political decisions, including the fear of Communism by the U.S., influenced economic policy in post-war Europe.

Sample: 4B

Score: 4

Thesis: 1

Contextualization: 0

Evidence: 2

Analysis and Reasoning: 1

A. Thesis/Claim (0–1 points): 1

The response earned 1 point for thesis by asserting a direct contrast in the first paragraph between the post-WWI era being followed by “inflation and a crippled economy” while the post-WWII era brought “benefit programs” and “financial aid.”

Long Essay Question 4 (continued)

B. Contextualization (0–1 points): 0

The response did not earn 1 point for contextualization. The reference at the beginning of the second paragraph to “total war” and attempt to link warfare to the Great Depression is a passing phrase that does not describe an accurate broader historical context.

C. Evidence (0–2 points): 2

Providing Specific Examples of Evidence

The response earned 1 point for evidence by using specific and relevant examples (the Great Depression and the Marshall Plan).

Using Specific Evidence in Support of a Relevant Argument

The response earned 1 point for using evidence in support of an argument that compares the dire economic situation of post-WWI Europe in the second paragraph to the stabilizing economic post-WWII benefits of the Marshall Plan in the third paragraph.

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

Using Historical Reasoning

The response earned 1 point for using historical reasoning by using a comparative structure overall, particularly explaining in the third paragraph how the economic conditions in the post-WWII Europe were better than post-WWI due to the United States’ assistance, which establishes a comparative historical argument between the two post-war eras.

Demonstrating Complex Understanding

The response did not earn the point for demonstrating complex understanding because the response does not attempt to corroborate, qualify, or modify its argument.

Sample: 4C

Score: 2

Thesis: 0

Contextualization: 1

Evidence: 0

Analysis and Reasoning: 1

A. Thesis/Claim (0–1 points): 0

The response did not earn the point for the thesis. While the response makes a claim (“means for production”), the statement does not establish a line of reasoning to earn the thesis point.

Long Essay Question 4 (continued)

B. Contextualization (0–1 points): 1

The response earned 1 point for contextualization because it discusses the Great Depression in the introductory paragraph.

C. Evidence (0–2 points): 0

Providing Specific Examples of Evidence

The response did not earn 1 point for evidence due to vague statements regarding agricultural and industrial production without specific evidence.

Using Specific Evidence in Support of a Relevant Argument

The response did not earn 1 point for using specific evidence in support of an argument because it does not utilize any evidence to support an argument.

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

Using Historical Reasoning

The response earned 1 point for using historical reasoning by making an argument contrasting post-WWI agricultural production and post-WWII industrial production and consumer trade.

Demonstrating Complex Understanding

The response did not earn 1 point for complex understanding because it does not attempt to corroborate, qualify, or modify the argument.